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ABSTRACT

This guide is intended for use in teaching a parenthood education program in which adolescents work with young children while learning about effective parenting. The program's 26 objectives are outlined in the first section of the guide. The second section is a lesson plan containing a content outline with cross-referenced suggested learning activities and references. The following course topics are covered in the outline: parenting; understanding children (personality, emotions, needs, defense mechanisms, self-concept, development); cognition; communication; discipline; play; play safety; art; music, movement, and dance; food and eating habits; mechanics of playschool; prenatal development and birth; infant care and development; toddler development; development of the school-age child; adolescent development; moral development in children; violence; child abuse and neglect; cultural differences; laws, rights, and community resources; children's health (diseases, safety); sex-role stereotyping; theories of development and learning; special family situations (exceptional children, adoption and foster care, employed mothers, single parents, and stepparents); family life cycles; financial aspects of parenthood; and careers. The 41 appendixes include a course requirement outline, information sheets, tests, film guides, learning activities, and worksheets. (MN)

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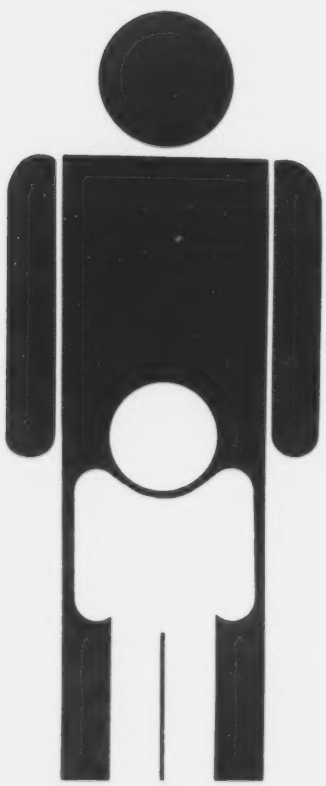

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Education for Parenthood

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EDUCATION FOR PARENTHOOD

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EDUCATION FOR PARENTHOOD

"I have long believed that the development of a child does not begin the day he/she is born - or at age three but much earlier, during the formative years of her/his parents."

Edward Zigler
Former Director,
Office of Child Development
Cornell University

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STATEMENT OF PURPOSE

Of all the responsibilities assumed by humankind, there is none more important than that of nurturing a child. It is not a simple task but a complex and awesome one. Effective parenting requires a variety of skills for which most people have had little or no formal training.

Changes presently affecting families are forcing us to challenge current concepts of child rearing. The likelihood of today's mother being employed continues to increase. Continued reduction of average family size suggests that young adults probably have had considerably less experience with children than persons in the past who were reared in large families. These changes significantly increase the importance of including parenting in the high school curriculum.

Education for Parenthood is a program in which adolescents work with young children while learning about effective parenting. Its intention is to give teenagers new and responsible roles working with young children, to develop skills and competencies necessary to perform these roles, and to supplement any parenthood training young people receive at home. Young people need to understand that some of the responsibilities of parenthood begin long before the birth of the child, when choices are being made that will affect the child's personal health and well-being. The attitudes and values of the parent are also being developed and will influence the way they raise a child. In addition, Education for Parenthood provides students with a solid foundation of knowledge and skills involving: the basic human needs, child growth and development, and the effect of parenting on the growth characteristics of the child.

The design of the program reflects an assumption regarding the importance of personal experiences with children; i.e., for the development of positive self-concept, teenagers need experiences doing something interesting and useful - tasks in which they can sense their own growth of competence and in which they are likely to have some success. For many teenagers, working with young children provides this kind of experience.

OBJECTIVES

Students will be able to:

1. Define "parenting" and identify the rewards, challenges, and responsibilities involved in parenting.

2. Demonstrate an understanding of basic information relating to the influences of heredity and environment on children's growth and behavior.

3. Demonstrate an understanding of the emotional development of a child.

4. Identify the basic human needs of children and demonstrate an understanding of the ramifications of parents' meeting and not meeting these needs.

5. Describe defense mechanisms and give examples of their implementation in a child's world.

6. Exhibit a facility for adapting and implementing various techniques and methods in building positive self-concepts in children.

7. Demonstrate an understanding of the developmental stages of children from prenatal to adolescence.

8. Demonstrate an understanding of the ways we communicate with children and of the importance of developing good communication skills.

9. Differentiate between discipline and punishment and demonstrate an understanding of the role of parents in the development of self-discipline in the child.

10. Demonstrate an understanding of the meanings and functions of play and apply this understanding to the selection of play activities for children.

11. Apply principles of growth and development in directing and guiding activities for young children (art, music, cognitive, dramatic play, etc.).

12. Exhibit the ability to analyze factors which influence children's attitudes towards food.

13. Plan and prepare nutritious snacks for children.

14. Exhibit a responsible attitude toward providing for a safe and healthy environment.

15. Demonstrate an understanding of the factors that contribute to moral development of young children.

16. Demonstrate an awareness of the influence television viewing has on the development of the child.

17. Distinguish between child abuse and neglect and list casual factors and methods which will help prevent them from occurring.

18. Exhibit an awareness of the subtle ways in which we impose sex-role stereotyping on children.

19. Demonstrate an understanding of and appreciation for cultural differences and their relationship to a child's development.

20. Exhibit an awareness of society's role in writing and enforcing laws and in creating agencies which serve to protect and assist children.

21. Exhibit an awareness of some of the theories of development and learning and apply at least one theory to a practical learning experience for a young child.

22. Demonstrate an understanding of the characteristics and needs of exceptional children.

23. Demonstrate an ability to identify and describe problems associated with special situations relating to family composition (Parents: adoptive, foster, single, step, and both employed).

24. Outline the family life cycle including the responsibilities, needs, and rewards of each cycle.

25. Exhibit an understanding of the costs involved in each stage of child rearing.

26. Identify career opportunities in the area of child care and the educational requirements of each occupation.

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF THE SUPERINTENDENT
DIVISION OF CURRICULUM AND INSTRUCTION

EDUCATION FOR PARENTHOOD

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
Orientation		
Overview of course	Explain and discuss course objectives and outline.	
Introductions	Supply each student with an index card. Have them respond to the following questions in the spaces indicated. 1. In top left corner: What position are you in the family (oldest, youngest, middle, only)? 2. In top right corner: How many children are in your family? 3. In bottom left corner: If you plan to have a family, how many children do you want? 4. In bottom right corner: Who was most influential in your early years? 5. In center of card: List two experiences that you recall from your earliest childhood. Students will form four small groups according to their response to question #1. Allow fifteen minutes for students to discuss each other's responses to questions 2 through 5. After fifteen minutes, bring class together again and have each student introduce another student using information obtained from small group discussion. Retain cards for unit on emotions.	
Course requirements	Hand out list of course requirements and discuss.	Appendices 1A, 1B, 1C
Parenting	Have individual students write a definition of parenting. Show filmstrip, "Parenting: Fathers, Mothers and Others". After viewing filmstrip, have students revise definition of parenting, if necessary. Hand out worksheet "Yes, No, Maybe So" which accompanies filmstrip shown above. After students respond individually to all statements, discuss student's responses to each statement.	Filmstrip: "Parenting: Fathers, Mothers and Others" New York: J.C. Penney Co., Inc. Educational Relations Department, 1975.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Have students list at least 5 reasons why people become parents. View filmstrips, "Parenthood: Myths and Realities" and "Preparation for Parenthood" and determine together whether the reasons listed are positive or negative in relation to responsible parenting. Hand out one poster per student on "The Responsibilities of Parents". Summarize and discuss each aspect.	Filmstrips: "Parenthood: Myths and Realities" Pleasantville, N.Y.: Guidance Associates, 1972. "Preparation for Parenthood". Pleasantville, N.Y.: Sunburst Communications, 1975. "Education for Parenthood", Dept. of Home and Family Life, Tulsa Public Schools, Tulsa, Oklahoma p. 14. "The Responsibilities of Parents". Portland, Maine: J. Weston Walch, 1976.
Understanding Children A. Personality	Administer heredity pre-test. Discuss aspects of personality and collectively define it.	Appendices 2 A,B. Hurlock: Child Growth and Development. N.Y.: McGraw Hill Book Co., 1970. Chapter 18 Brisbane, Holly and Riker. The Developing Child. Peoria, Ill.: Chas. A. Bennett Co., 1965. pp. 70, 121-123, 218, 293-295, 371.
	Discuss the effects of environment and heredity on development of personality. Students will complete worksheet and case description.	Appendix 3 Appendix 4

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
B. Emotions	Introduction: Have students write how various emotions are expressed and accepted in their families (love, anger, etc.) Hand out material on emotions as a homework reading assignment. Using classroom set of magazines or materials in the library, students will read and provide a one-page summary of an article concerned with the emotions of children. The summary should include pertinent information pertaining to the homework reading assignment.	Appendices 5A, B, C, D, E.
	View filmstrips "How Feelings Grow" and "Expressing Feelings." Students will complete worksheet.	Filmstrip: "Development of Feelin in Children". New York: Parents Magazine Films, 1973, filmstrips 1 5. Keele, Reba L."Let's Talk - Adult and Children Share Feelings"; Pro Utah: Brigham Young Univ. Press, 1977. Appendix 6.
C. Needs	Hand out Appendix 7A; discuss. Hand out Appendix 7B; lecture on the basic human needs. Have students fill in worksheet and relate parental responsibilities to needs. Discuss what may happen when a child's needs are not met.	Sorenson and Malm. Psychology for Living. NY: McGraw Hill Co., 1971 Chapter 10. Appendix 7A, B.
D. Defense Mechanisms	Lecture on defense mechanisms. Break class into pairs. Assign each pair a situation involving young children in which one of them is using a defense mechanism. Students will role-play their situation in front of the class. Class will determine which defense mechanism was utilized.	Sorenson and Malm. Psychology for Living, pp. 335-339.
E. Self-Concept	Divide class into groups of two. Give each group a card that indicates a typical incident and only the typical responses. Each group will develop 2-3 responses that will help build a positive self-concept. Discuss all responses as to appropriateness. Discuss self-concept.	Appendices 8A,B,C,D,E. Draper & Draper - Studying Childre - Observing and Participating. Peoria, IL: Chas A. Bennet, 1977, pp. 91-94.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
		Draper & Draper. Caring for Children. Peoria, IL: Chas. A. Bennett, 1975, pp. 94-98.
F. Development	Administer "Developmental Terms" pretest. Correct in class and discuss, if necessary.	Appendices 9 Key - 9A
	Hand out development charts ages 2-6 and discuss. Homework assignment: Students will summarize developmental characteristics on sheet provided.	Westlake, H. Children - A Study in Individual Behavior. Lexington, Mass.: Ginn & Co., 1977. pp. 240-244
		Draper & Draper. Caring for Children. Chapters 4, 5, 6, 7. Appendix 10
		Child Care. NY: Butterick Pub., 1976, Program #2, Infant Care.
	NOTE: General background information will be given on the topics that follow. Specific study of the pre-schooler will be done at this time, in order to get ready for playschool. Other ages will be covered later in the course.	
Cognition	Introduce cognition by viewing filmstrip "Where Can a Young Child Learn?" Discuss how the family plays a major role in the learning development of a young child. Or using Butterick filmstrip "Thought" discuss concept formation in the pre-schooler.	Filmstrip: "Preparing the Child for Learning." New York: Parent's Magazi Magazine Films 1973, filmstrip #5.
		Child Development - "Thought". New York: Butterick Publishing Co., 1976.
	To further clarify how cognitive ability develops in a child, show the class a ball. Have them name the object; then brainstorm properties and uses of it. (e.g., It rolls, it's round, catch it, kick it, solid or hollow, light or heavy, etc.). Determine that the ability to conceptualize begins as a child acts on objects in his environm.	Hess & Croft. Teachers of Young Children. New York: Houghton Mifflin Co., 1972. pp. 184-198.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Illustrate the meaning of the term concept with a preschooler in mind. Illustrate any of the following words; dinner, mother, father, home, world, playground.	Westlake, Helen. Children - A Study in Individual Behavior. pp. 142-157.
	Using materials on hand, students will select and demonstrate examples of cognitive activities in the areas of language, numbers, shapes, colors, concepts and prereading skills. Stress process rather than content.	Appendix 11
	Using inappropriate methods of reading to a child, read a child's book to the class. Have the class determine what you did wrong. Ask for class volunteers to read correctly. Discuss what correct methods were used.	Appendices 12A - 12D
	Invite a children's librarian to talk about other aspects of storytelling - e.g., puppetry, flannelboard, films.	
Communication	Have students react to these statements: "Communication is more than talking" (listening, facial expressions, tone of voice, body language, etc.) and "Communication begins at birth".	Draper & Draper. Caring for Children, Chaper 16.
	Determine that communication takes many forms. As a homework assignment, have students read material on parent and child communication. Discuss.	Appendices 13A - 13K
	Show filmstrip #5, "Communication is an Investment". Discuss	Filmstrip: "The Child's Point of View", Understanding Early Childho Ages 1 through 6. New York: Parent Magazine Films, Inc., 1973. Filmstrip #5.
	View and discuss filmstrip "How Language Grows" and "How the Young Child's Mind Grows". Hand out and discuss fact sheet. "Language Development".	Filmstrip: Preparing the Child for Learning. York: Parents Magazine Films, Inc. 1973, filmstrips #2 and 3.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	As an example of a communication skill, select a pair of students. Using a screen as a divider, have one student act as a sender and the other as a receiver of directions of a preselected task.	Appendix 14
	Have students do exercises from tape "Are You Listening?" Discuss whether any clues in the exercises might lead you to be a better "sender" as well as a better "receiver" of communication.	Tape: "Are You Listening. New York: J.C. Penney Co., 1972.
	Using radioscopics, evaluate communication skills. Present examples of negative ways of speaking to children. Students working in pairs, will correct examples with positive responses.	Appendix 14A, 14B
Discipline	As a pretest, hand out "Unfinished Sentences". Have students write their "first" response to statements. Discuss responses and save sheets to compare reactions at the end of discipline unit. Compare responses at that time. Distinguish between discipline and punishment.	Appendix 15
	Distribute How to Parent books. Have students read Chapter 8, "Can You Teach a Dolphin to Type?"; then answer questions on sheet provided. Discuss.	Appendix 16
	Have students recall childhood experiences regarding discipline. What were your feelings? Do you consider that you were taught or punished, or both?	
	View and discuss questions from filmstrips, "When Children Disobey" and "When Children Do Worrisome Things".	Filmstrips: "Everyday Problems of Children." New York: Parents Magazine Films 1974, Filmstrips #1 and 4.
		Appendix 17A & 17B

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Using Guidance Suggestions, prepare a list of key words or phrases, positive in nature, that caregivers can use in verbal guidance.	Appendices 18A and 18B.
	Divide class into groups of two. Assign each group a common problem of childhood. Given a handout; each group will create two specific examples, state causes of problem, and solve it by using an appropriate suggested method.	Appendices 19A and 19B.
Play	Discuss and explain the statement "Play is child's work".	
	Show film loop "Half a Year Apart". What differences are noticed between the two children in what they do and how they do it? How might a five year old play at the water table? What factors might account for the differences in behavior?	Film: "Half a Year Apart", Exploring Childhood. Cambridge, Mass.: Educational Development Center, Inc., 1973.
	Hand out worksheet "The Meaning and Functions of Play". Lecture on and discuss each topic. Compile a list of play-school activities suitable for each function.	Appendix 20
	Discuss types of play: Parallel, Solitary, Cooperative.	
	View film "It's All in the Game". Lecture on four and five year old's play. Have students evaluate activities listed in "Child's Play" reference in terms of the functions of play.	Film "It's All in the Game", Exploring Childhood. Exploring Childhood/Seeing Development, "Child's Play", Teacher Seminar and Selected Readings. Cambridge, Mass.: Educational Development Center, 1973.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
Play Safety	View film regarding play and/or toy safety. Using handout and information from film, discuss areas of safety supervision and accident prevention when working with preschoolers.	Suggested Films: "Child Safety". Prudential Insurance Co.* "Bubble, Bubble, Toys and Trouble". U.S. Consumer Product Safety Commission.* Appendix 21
	Discuss: Should parents child-proof their home? What opportunities do children have to learn about safety through play? (e.g., Playing with dolls - encourage child to place "baby" in a low crib so it doesn't fall during sleep).	
Art	Drawing Sort - Class will divide into three groups. Give each group several drawings by children of different ages. Allow ten minutes to arrange the pictures according to levels of development.	Appendix 22 "Children's Art", Exploring Childhood.
	Discuss group's arrangement of pictures and how drawings reflect stages of development.	
	Show film "Painting Time". Prior to showing film, give background information and what students should look for in film	Appendix 22 "Painting Time", Exploring Childhood.
	Refer back to "drawing sort" to find evidence of changes in child's art. Include in discussion the fact that drawings seem to go from experiments to relatively planned compositions, and from nonsymbolic to symbolic. The very young child is more interested in the process of drawing than in the final product.	"Children"s Art: Seeing Development", Teacher's Guide, pp 5-6 Exploring Childhood.

*Available from:
Modern Talking Picture Service, Inc. Film Scheduling Center,
2323 New Hyde Park Road,
New Hyde Park, N.Y. 11040

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Show film "Racing Cars". Prior to viewing film, give background information and alert students as to what they should look for in the film. Class discussion.	Appendix 22 Film: "Racing Cars", Exploring Childhood".
	Show film "Clay Play". Prior to viewing film, give background information and alert students as to what they should look for in the film. Class discussion.	Appendix 22A Film: "Clay Play", Exploring Childhood.
	Invite a resource person, (art teacher), to speak on art for children and types of activities appropriate for preschoolers.	
	Hand out "Art Activities" and discuss with students. Have students divide into 5 groups. Using available references, each group will select 4 different creative art activities for preschoolers. Each activity will be written on a 5x7 index card to be included in classroom file. Hands on experiences: Students will break into pairs. Using small tables and chairs students will take turns finger painting and observing. Observer will look for reaction of partner, methods used, amount of paint used, etc. Discuss what was observed. Using boxed paints, have students paint a picture on manila paper. As students work, teacher will "critique" their progress, suggesting additions they could make to their paintings and even taking the brush out of their hands and painting on their papers. Discuss - How did you feel when the teacher painted on your painting or made suggestions as to how you should paint? What meaning does this have for us when working with young children in creative activities?	Appendix 23

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	NOTE: At this time it should be stressed that the child's name should always be lettered in the top left hand corner of the paper and that upper and lower case letters should be used. This will help get the child ready for reading.	
Music, Movement and Dance	Hands on experience: Color Game - Give out to each student a piece of red, blue, yellow, or green paper. Have students sit in a circle on small chairs and follow directions on record to stand and sit when their color is called. After playing once, have students exchange their colored papers and play again. Discuss what could be learned and how preschoolers would react.	Record: Palmer, Hap. Learning Basic Skills Through Music, Volume I "Colors" Freeport, Long Island: Educational Activities, Inc.
	Play song - "Touch". Students will sit on small chairs and follow directions. Discuss what could be learned by such a game.	Record: Palmer, Hap. Getting to Know Myself, "Touch". Freeport, Long Island: Educational Activities, Inc.
	Hand out and discuss information on music, movement and drama.	Appendices 24A and 24B.
	Divide the class into five groups. Using available references, have each group select five different music and movement activities as follows: 2 songs, 2 rhythm and 1 creative movement. Have students record each activity on a 5x7 index card to be included in classroom file.	
Food and Eating Habits	View filmstrip "Food as Children See It". Evaluate by having students prepare a list of suggestions to remember when serving food to children.	Filmstrip: "Food as Children See It" Minneapolis, Minn.: General Mills Consumer Center, 1974.
	Break students into four groups. Using classroom references and suggestions from filmstrip, each group will list four simple and nutritious snacks for preschoolers for use in playschool. Place on 5x7 index cards.	U.S.D.A. Home & Garden Bulletin 216. "Food is More Than Just Something to Eat." Washington, D.C.: Supt. of Documents, 1976.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Lecture on goals for meal selection and effect of emotions on appetite. Have students list five ways children benefit from snack and mealtime activities.	Read, Katherine. The Nursery School, A Human Relationship Laboratory. Philadelphia, Pa.: W.B. Saunders Co., 1966 pp. 152-158.
Mechanics of Playschool	Hand out and discuss "General Guidelines for Playschool Operation", "Responsibilities of the Teacher", and "Teaching Instructions for the Playschool".	Appendix 25A,B,C,D.
	Students will begin planning for playschool by choosing a theme and appropriate activities demonstrating their understanding of items covered in appendix 25. To assist with the student's planning, hand out appendix 26.	Ebbeck, F. and Ebbeck, M. Now We Are Four. Columbus, Ohio: Chas. E. Merrill Co., 1974, Part 3. Draper and Draper, Caring for Children, Chapter 23. Hildebrand, V. Introduction to Early Childhood Education, N.Y.: MacMillan Publishing Co., 1971. Chapter 15. Appendix 26A, B,C.
	Each teacher should develop a playschool schedule form to suit her/his needs regarding physical facilities time allotment, number and ages of children, etc. One day each week should be allotted for planning a schedule for the coming week and evaluating the previous week's activities. Each student should be assigned specific responsibilities each week. The teacher should maintain a record of student's names and the dates responsibilities and activities were completed, insuring equitable rotation for all responsibilities and activities.	

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
Prenatal Development and Birth	View filmstrip "Inside My Mom". Discuss the importance of proper nutrition preceding and during pregnancy.	Filmstrip: "Inside My Mom". White Plains, N.Y.: National Foundation March of Dimes, 1975.
	As a homework reading assignment, have students choose a magazine article that deals with prenatal development (e.g., "A Perfect Baby," etc.). Have students list the major ideas of the article and discuss them in more detail in class (e.g., effects of drugs, alcohol, smoking, emotions, improper nutrition, x-rays, RH factor on the fetus).	Hurlock, Elizabeth. Child Development. N.Y.: McGraw Hill Book Co. 8th Edition, 1972, Chapter 4
	Invite a geneticist to speak to the class or view filmstrip "From Generation to Generation" and discuss ways in which some birth defects can be diagnosed early in pregnancy or better yet, before conception.	Filmstrip "From Generation to Generation". White Plains, N.Y.: National Foundation March of Dimes, 1977.
	Using transparencies "Conception and Birth", lecture on the stages of fetal development. Have students respond to questions such as: "What are the signs of pregnancy?"; "What are the best years for childbearing?"; "Why are the first three months of pregnancy the most important?"; "How much weight should a pregnant woman gain?"; etc. Or, view and discuss filmstrip "Conception to Birth".	Transparencies: "Conception and Birth". 3M Co., 1967. Filmstrip: "The Prenatal Period and Infancy", Child Development Series, filmstrip #1. New York: Butterick Publishing Co., 1976.
	Using transparencies "Conception and Birth" or one or more appropriate films, such as "Baby is Born", "Birth Without Violence", "My Mom's Having a Baby" (ABC special, 1976), or "Bonding Birth Experience", discuss labor and the various methods of childbirth.	Transparency: "Conception and Birth" School Health Education Study. St Paul, Minn., Visual Products Division 3 M, 1967. NOTE: Films may be obtained from area libraries.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
		Nilsson, Lennart. "A Child Is Born". N.Y.: Delacorte Press, 1970.
		Children's Bureau, U.S. Dept. of Health, Education and Welfare. Prenatal Care. Washington, D.C.: U.S. Government Printing Office.
Infant Care and Development	Invite a new mother to bring her baby to class. Have her demonstrate/discuss bathing procedures, discuss breast vs. bottle feeding and general responsibilities of new parents.	Pamphlet: Why Breastfeed Your Baby? Franklin Park, Ill.: La Leche League International, Inc., No. 101, 1977
	View film "Gabriel is Two Days Old". Discuss newborn's reflexes and responses to stimuli	Film: "Gabriel is Two Days Old", Exploring Childhood, Educational Development Center.
	Using a chart, trace some of the major physical, intellectual, emotional and social abilities of a child from newborn to 24 months old. Or, view and discuss filmstrips 2, 3 and 4 from Program 1 of Butterick's Child Development Series	Appendix 27
		Filmstrips: "The Prenatal Period and Infancy, Child Development Series", filmstri #2, 3, 4.
Toddler Development	To describe the growing self-reliance of the toddler, view filmstrip 1, "Responsibility and Self-Reliance". Discuss questions such as: "Why are toddlers sometimes stubborn and balky?"; "Should you help toddlers trying to be self-reliant?"; "Why or why not?"; "What personal qualities will self-reliance encourage which may be helpful later on in school?" or "Why might it be harmful to push or force toddlers to do things for themselves?".	Filmstrip: "Responsibility and Self Reliance, Child Development, Program 2. New York: Butterick Publishing Co. 1976.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Divide class into five groups. Using available resources, have each group research one of the following topics as they relate to toddlerhood: Toilet training, feeding and dressing, language development, sleep and exercise, accidents and health care. Each group will report it's findings back to the class.	Baker and Fane. Understanding and Guiding Young Children. Englewood Cliffs, N.J.: Prentice Hall, 1971, 2nd Edition. Draper and Draper, Caring for Children. Brisbane and Riker. The Developing Child.
Development of the School Age Child 5-10 18	Invite students with school age siblings to conduct a discussion; including among their topics: "What my sibling says he or she is learning at school" and "Changes I have seen in my sibling since he or she started school". Encourage the class to make comments and request clarifications. What similarities and differences are noted? Assign students to each interview a child from age 5-10. Have them ask the child to draw a picture of his/her house, family, pets and trace his/her hand print. When students return with drawings, mount them according to age and the following: How did the child react to your request? Was he/she curious about why you wanted the drawings? Compare the drawings and discuss the physical, social, intellectual and emotional development at each age. View filmstrip "The Child at School", complete accompanying worksheet and discuss the kinds of changes that take place in children during their early years in schools.	Filmstrip: "School Age Child". Child Development. Program #4, filmstrip #1. New York: Butterick Publishing Co., 1976.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
Adolescent Development	Divide class in pairs and instruct them to decide who in their pair will be the teenager and who the parent. Assign each pair a situation card that indicates a young teenage problem. Have students role play each situation and work out a solution. Discuss: "What are the concerns of parents?" "What methods were used to solve the problem?" (e.g. compromise, coping, authoritarianism, etc.). "Was the parent a good listener?" "Was the parent empathetic to the needs and feelings of the teenager?"	Appendix 28
	View filmstrip "Shaping Identity", part 2. Discuss the effect of the following influences on one's self concept and maturation; parents, siblings, friends, school, teachers, plans for the future, and social pressures.	Filmstrip: "Shaping Identity, The Adolescent Experience", Part 2. Pleasantvill N.Y. Guidance Associates, 1973.
Moral Development in Children	Ask students to state their strongest character traits. Then ask them to list the people, activities, behaviors, and responses that helped them to develop that particular character trait. Discuss: What moral values do you want to impart to your children?	
	Early and continuous training in character development is essential? Brainstorm ways to implement this as a parent.	
	Using appendix, have students interview one or more children between the ages of six and ten. Discuss responses in class; then discuss teenager's responses to the same set of questions.	Appendix 29 Family Development "Moral Develo ment in Children". New Brunswick, N.J.: Rutgers Cooperative Extensi Service, leaflet #554. Westlake, Helen. Children - A Study in Individual Behavior. Cha 12.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
		Jensen, Larry C. That's Not Fair - Helping Children Make Moral Decisions. Provo, Utah: Brigham Young University Press, 1977.
Violence	As a class or homework assignment students will read chapter 10 in How To Parent and answer questions on worksheet. Conduct class discussion on violence and the difference between violent feelings and violent actions. Divide class into two groups. Using available classroom or library references, have each group research the relationship of television and violence. Each group will report their findings to the class.	Dodson, Dr. Fitzhugh. How To Parent. New York: Signet Books, New American Library, 1970. Appendix 30
	Discuss the pros and cons of violence in television programs.	
Child Abuse and Neglect	Invite a guest speaker from the Division of Youth and Family Services or other agency to speak to the class on child abuse and neglect; or show a film on child abuse and neglect. ("Children in Peril", "War of the Eggs", or other appropriate film); or, using Child Abuse Poster Set, hand out one poster to each student. Students will be given a few minutes to review information on their poster. Each student will then orally summarize the information on her/his poster to the class.	NOTE: Films are available from area libraries. Poster Set: Kilfoil, Phyllis and Fred. "Child Abuse". Portland, Maine: J. Weston Walch, 1976.
	After any of the above suggested activities, teacher should make sure that students can distinguish between child abuse and neglect. Using their notebooks students will list: 1. At least five factors contributing to the problem. 2. Five methods of prevention of the problem. 3. At least one "coping skill" for helping a child through a problem or of helping a parent not to take out frustrations on a child.	

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
NOTE: Throughout the year and especially when working with young children, every effort should be made on the part of the teacher to help the students avoid sex-role stereotyping.	Divide class into three groups. Assign appropriate readings to each group on sex-role stereotyping. Discuss: What are the subtle ways in which we impose stereotypes on children? What can we do to avoid this? Are sexual differences innate or are they learned?	
	As a class project, develop a "Do and Don't" list for families to practice toward the elimination of undesirable sex-role stereotyping.	Stacey, Judith; Berand, Susan and Daniels, Joan. And Jill Came Tumbling After: Sexism in American Education, N.Y.: Dell Publishing Co., 1974.
Cultural Differences	View filmstrip "Ethic Heritage: A Living Mosaic". Discuss: How does our ethnic heritage affect what we do? What are some ways we express our ethnic heritage (e.g., foods, holidays, clothing, traditions, art, legends, folklore, music, etc.)? Since all individuals are unique in themselves; can there be stereotypes?	Filmstrip: "Ethnic Heritage: A Living Mosaic N.Y.: J.C. Penney Co., 1973.
	As a homework assignment have each student select an autobiographical booklet, "Childhood Memories of....."	Exploring Childhood, "Childhood Memories of Anne Moody, Charles Eastman, Broneco, Elexi Peshkov, Ernesto Galarza, Jade Snow Wong, Freidele Breser, Camara Laye". Family and Society, Module 3.
	Using appendix 36A and B, student will answer questions. When assignments are completed, discuss similarities and differences of growing up in various cultures in the areas of child-parent communication, family patterns, physical environment and cultural impact. How does knowledge of children in other cultures help you to understand yourself?	Appendix 36 A and B.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
Laws, Rights and Community Resources	As an introduction to society's role in providing resources for children, hand out "Children's Tracks". Give each student one document. Using the document as evidence, students will discuss the following questions: 1. What does it mean to a child if society has or does not have a specific document about her/him? 2. How will this document seem to: a. limit a child's opportunities and resources? b. increase a child's opportunities and resources? 3. What can you tell and not tell about the child from the information on the document? 4. What does the information requested tell about the values of the group responsible for making the document?	Exploring Childhood, Family and Society, Part 3. "Children's Tracks". pp. 3-7.
	Invite a social worker or lawyer to speak on society's role in the legal protection of the child.	
	List on the board the goals from the 1930 White House Conference on Children or hand out the United Nations Declaration of the Rights of the Child. Discuss: "Are these goals, rights, being met?" "What can we do to help improve the lives of children?"	Hoffman, Ellen. Forum, "A National Legislative Agenda for Children". J.C. Penney, Spring/Summer 1979.
	Discuss the significance of the "International Year of the Child".	Appendices 37 A and B.
	Hand out a list of available community resources for use by families with special needs (e.g. learning disabilities, health problems, etc.).	
	Discuss "Parenting Education Week", it's purpose and the New Jersey Home Economics Association's role in initiating and promoting it.	

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Information on child abuse can be obtained through the library, current articles in magazines, journals and newspapers. Excellent background information is available in Tulsa's Education for Parenthood Curriculum, and through the National Center on Child Abuse and Neglect, Children's Bureau, Office of Child Development/Office of Human Development, U.S. Department of Health, Education and Welfare, Washington, D.C. 20201.	Education for Parenthood, Dept. of Home and Family Life, Tulsa Public Schools.
Children's Health		
A. Diseases	Hand out Appendix 31.	Appendix 31, 31A
	Discuss symptoms of the most common illnesses, appropriate actions and periods of isolation.	
	Have students become familiar with immunization requirements and health information they will need to supply before child enters school.	Appendix 32A - E
	Emphasize the importance of keeping accurate and detailed records.	
	Invite a doctor or a nurse to talk about: (a) characteristics of healthy children, (b) signs of approaching illness, (c) when to call the doctor, (d) a good immunization program for children from birth through first grade and (e) importance of preparing the child for hospitalization.	
B. Safety	Show transparency set "Safety for Children". Have students react to different pictures. Class discussion should follow stressing important points to remember concerning safety.	Transparency: "Safety for Children", Home Economics, #12. St. Paul, Minn. Visual Products Division 3M, 1967
	Have students read "Childhood Accidents" Appendix 33.	Appendix 33A - C.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	Discuss Golden Rules for Accident Prevention and questions found on Appendix 33C.	
	As a homework or classroom assignment, hand out "Are There Young 'Explorers' in Your Home?" Appendices 34A, B, C.	Appendices 34A, B, C and 35.
	Read article and answer questions on worksheet. Appendix 35.	Pamphlets: "A Safer World for Babies and Toddlers." New Brunswick, N.J.: Johnson & Johnson, 1972. Pamphlet: "Safety, Your Child's Heritage." Newark, N.J.: Prudential Insurance Co. of America. Pamphlet: "Childhood." Chicago, Ill.: Blue Cross Association, 1976 "Growing Up Safe", "Your Child's Health." Draper, Mary Wander and Henry. Caring for Children. Chap. 9 & 10.
	Using puzzles, students will review information on safety.	Child Development Puzzle Pack. Fort Atkinson, WI: Nasco Co., 1979.
	Have students read about practical ideas on safety for children at different developmental stages. Discuss each with class.	Draper and Draper. Caring for Children. pp. 173-177
Sex-role Stereotyping	Play songs from "Free To Be You and Me;" "Williams Doll" and "Boy Meets Girl". Discuss the sex-role stereotyping that is evident here.	Record: Thomas, Marlo and friends."Free To Be You and Me. N.Y.: Bell Records. 1972

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
Theories of Development and Learning.	Have each student select a book from suggested references and report on it (written and/or oral). Teacher should assist students with their selection and guide the more capable students toward a more difficult choice. Give less capable students practical developmental projects to prepare.	Baldwin, A.L. Theories of Child Development. N.Y.: John Wiley & Sons, 1967. Callahan, Sidney Cornelia. Parent: Principles and Politics of Parenth Baltimore: Penquin, 1974. Church, Joseph. Three Babies: Biographies of Cognitive Developme New York: Vintage, 1966. DeRosis, Helen. Parent Power-Chil Power. New York: McGraw Hill, 197 Erikson, Erik. Childhood and Society. New York: W.W. Norton, 1 Fraiberg, Selma. The Magic Years. New York: Chas. Scribner's Sons, Ginott, Haim. Between Parent and Child. New York: MacMillan Co., 1 Ginott, Haim. Between Parents and Teenagers, New York: MacMillan Co 1969. Gordon, Thomas. Parent Effectiven Training. New York: Peter H. Wyde 1970. Koben-Ray, Reuven. The Child from Nine to Thirteen. Chicago: Aldine 1971.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
		Lebane, Stephen. Help Your Baby Learn. Englewood Cliffs, N.J.: Prentice-Hall, 1976. LeShan, Eda. How To Survive Parenthood. New York: Random House, 1965. Lipman, Lise. Your Child's Sensory World. New York: Dial. 1973. McDiarmid. Norma J.; Peterson, Mari A. and Sutherland, James. Loving and Learning. New York: Hartcourt Brace, 1975. Mogal, Doris P. Character in the Making. New York: Parent's Magazine Press, 1972. Montagu, Ashley. Touching: The Human Significance of the Skin. N.Y.: Columbia University Press, 1971. Montessori, Maria. Montessori Method: The Education of Children from 3-6. Cambridge, Mass., Bently Co., 1964. Pulaski, Mary Ann Spencer. Understanding Piaget. N.Y.: Harper & Row, 1971. Satir, Virginia. Peoplemaking. Palo Alto, California: Science and Behavior, 1972.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
27		Sharp, Evelyn. Thinking is Child's Play. N.Y.: Discus/Avon, 1969. The Single Parent. Parents Without Partners, Incorporated, Washington D.C. Wann, Kenneth; Dorn, Miriam and Liddle, Elizabeth. Fostering Intellectual Development in Children. N.Y.: Columbia Universi 1962. Winnick, Mariann. Before the 3R's. New York: David McKay, 1973. White, Burton L. The First Three Years of Life. Englewood Cliffs, New Jersey: Prentice-Hall, 1975.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
pecial Family Situations A. Exceptional Children	Both of the learning experiences suggested below are designed to create frustration in the students. As such, they are a good way to introduce this unit on exceptional children. To demonstrate dysgraphia, the teacher will hand out Appendix 38. While looking in the mirror the students will attempt to draw a line within the border of the star.	Appendix 38
	To demonstrate dyslexia, the teacher will hand out Appendix 39 and students will attempt to read what it says.	Appendix 39
	Discuss in class the feelings of frustration experienced by the students while attempting these activities. Relate this to the problems of these types of exceptional children.	Appendix 39 A and B.
	As a homework assignment, have students read "The Exceptional Child" and answer questions on worksheet.	Appendices 40A-E, 41 A and B.
	Have class discussion on different types of exceptional children and learning disabilities.	Caplan, Frank: Ed. Parent's Yellow Pages. Garden City, N.Y.: Anchor Books, 1978, pp. 307-311.
	To gain a better understanding of exceptional children, have students observe and help out in a special education class, if such a class is accessible. Have the students report back to the class on their experiences. Discuss: "What special help did the special education class need?"	
	OR	
	Show a film such as "Exceptional Child", "Horizon of Hope" or "What Color is the Wind". Have class discussion of film: students reactions to situations shown and methods suggested for dealing with problems.	Levy, Harold B. Square Pegs Round Holes. Boston, Mass.: Little, Brown & Co., 1973. Hamlin, Ruth et al. Schools For Young Disadvantaged Children. New York, New York: Teachers College Press, 1967.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
B. Adoption and Foster Care	Brainstorm reasons why a couple may elect to adopt. Invite an adoptive parent to class to share her/his satisfactions and problems.	Paolucci, Beatrice; Theodora Faiola and Patricia Thompson. Personal Perspectives. New York: McGraw Hill Book Co., 1973.
	As a homework or library assignment, have students prepare a list of sources of where children are available for adoption, requirements for adoption in this state and different types of adoptions with advantages and disadvantages of each. How do such requirements reflect the importance of the parents' role in raising a child?	Pamphlet: "You and Your Adopted Child." New York, New York: Public Affai Pamphlet #274, 1964.
	Invite a guest speaker (clergyman or local health and welfare agency representative) to outline steps in becoming a foster parent.	
	Using a case study from Personal Perspectives, discuss: "Are foster parents as 'good' for the child as real parents are?" "What are the advantages and disadvantages of being a foster parent?" Ask students: "Are Betty's reasons for becoming a foster parent acceptable to you?"	Paolucci. Personal Perspectives. p. 422.
C. Employed Mothers	Discuss the following statement: "The amount of time a parent spends with her/his child is much less important than the quality of the time spent together."	Paolucci. Personal Perspectives. pp. 254-264.
		Hurlock, Elizabeth. Child Growth and Development. pp. 283-284.
	Have students complete the following statements: "When mothers work, children.....", "When a mother works outside the home, her children must make adjustments, such as.....", "When both parents work outside the home each family member must.....". Explain how their responses reflect their attitudes, values and goals.	Draper & Draper. Caring for Children, pp. 14-16.
		Caplan, Frank, Ed. Parents' Yellow Pages. pp. 501-505.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
		Hofferth, Dr. Sandra L. and Moore, Dr. Kristin A. Forum. "Isn't it Time Working Mothers Quit Their Jobs?". New York: J.C. Penney Co., Spring/Summer 1979.
	One major problem of employed mothers is providing care for children still at home. Brainstorm and compile a list of problems encountered. Discuss solutions to problem situations arising when mothers work outside the home. What may a mother do if a child becomes ill? What may a mother do if the caregiver is out of town? What may happen if a mother has to work overtime? Have students list occupations frequently chosen by mothers of young children. Give examples of how a child's needs may have affected the choice.	Brazelton, T. Berry. Toddlers and Parents. New York: Delacorte Press/Seymour Lawrence, 1974.
D. Single Parent	Have students identify types of one-parent families. List may include death, divorce, abandonment, travel, military assignment, unwed mother, etc. Discuss the special adjustments which may be necessary for one-parent families. Brainstorm possible problems of one-parent families. Predict and discuss possible solutions. Invite a guest speaker, such as, a representative from "Parents Without Partners" to talk about the supportive role the organization plays.	Caplan. Parents' Yellow Pages, pp. 451-453. Bel Geddes, Joan. How to Parent Alone. A Continuum Book. New York: The Seabury Press, 1974.
E. Stepparent	Discuss: "Do you believe young people are justified in resenting remarriage of a divorced or widowed parent?" "What do you think causes the resentment?" "How can the natural parent, as well as the stepparent, help to eliminate this resentment?" Try to dispel the traditionally negative connotations that the word "stepparent" evokes.	Landis, Paul. Your Marriage and Family Living. N.Y.: McGraw Hill Book Co., 1969. pp. 454-450. Caplan. Parents' Yellow Pages, pp. 458-460.

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
		Group for the Advancement of Psychiatry. The Joys and Sorrows of Parenthood. N.Y.: Chas. Scribner's Sons, 1973, pp. 89-97.
Family Life Cycles.	Prepare a transparency that indicates the stages of family life cycles. Divide class into 8 groups. Have each group explore a different stage of family life cycle and report to class on the responsibilities, needs and rewards of each cycle. Have students determine where they are in the cycle. Are some students part of more than one cycle? Discuss the implications of being involved in several stages of the family life cycle at the same time. Remind students that they will always be part of a family. Discuss this life-long relationship and how it changes at different ages. Discuss: When does a parent stop parenting?	Instructional Materials Center, Home Economics. Child Care Aide, A, 33-36. Lubock, Texas: Texas Tech. University. Landis, Paul H. Your Marriage and Family Living. Chapter 19.
Financial Aspects of Parenthood.	Divide class into three groups. Using catalogs, newspaper advertising, retail stores, interviews with new and experienced parents and other available resources, have each group estimate the minimum cost of rearing a child to adulthood in one of the following areas: 1. Prenatal expense. 2. Post-natal through Kindergarten. 3. Continuing costs until legal maturity. Identify unexpected complications (such as premature birth or chronic health problems) that escalate costs in each of the three areas. Each group will report on findings to the class. Invite an insurance person to discuss kinds of maternity and health benefits available through insurance. Hold a class discussion about the joys and satisfactions of parenthood that out-weigh the financial investment involved.	

CONTENT	SUGGESTED LEARNING EXPERIENCES	REFERENCES
	OR	
	Hand out posters on "Costs of Rearing a Child". Students will be given a few minutes to review information on their poster. Each student will then summarize, orally, the information on her/his poster.	"Costs of Rearing a Child". Portland, Maine: J. Weston Walch, 1976.
	Class discussion should include information on financial responsibilities that are undertaken when starting a family and the importance of planning for these responsibilities.	
Careers	Have students read "You and the Child Care Profession". List personal characteristics which are desirable for working with young children. Brainstorm the kinds of careers relating to child development, then group the careers into four categories according to educational requirements: entry-level, and those requiring 2, 4 or more years of college work.	Draper & Draper. Caring for Children, Chapter 18. Texas Tech. Child Care Aide, pp. 55-56.
	Have student report about one child care occupation. Include in the report: Name of occupation, education or preparation needed, personality traits needed, salary, working hours and conditions, possibility for advancement, job benefits, local opportunities for employment, etc.	Child Care and Development Occupations. Competency Based Teaching Modules. Atlanta, Georgia: Atlanta Public Schools, Dept. of Curriculum Development and Supervision, 1974. Module 1, pp. 1-46.
	Examine other countries' systems of child care. Compare the child care agencies of these countries with those in New Jersey.	J.C. Penney, Forum, Spring/ Summer 1979, p. 21.
	Show film loop, "Young Children on the Kibbutz". Discuss the values, goals, and demands of growing up on a Kibbutz.	Film Loop: Exploring Childhood, "Young Children on the Kibbutz".
	Obtain application for employment blanks and have students fill them out. Develop a "Do" and "Don't" list in preparation for an interview.	

COURSE REQUIREMENTS

Listed below are projects required for this course. You will be graded on your presentation of each assignment, as well as, its appropriateness for use with four-year-olds.

1. Crafts: Plan one craft that a four year old child will be capable of doing. Write simple directions and make a sample.

2. Finger Plays: Find a finger play and learn it so well that you can teach it to the class on the due date.

3. Songs: Choose one appropriate song; learn it; and teach it to the class on the due date.

4. Games: Choose two games appropriate for four year olds; one for indoors, one for out-doors. Teach them to the class on the due date.

5. Food Projects: Plan one simple nutritious project that four year olds will be able to handle. Avoid use of ovens and ranges whenever possible.

6. Nature or Science Projects: Find a simple experiment, craft or project that demonstrates a principle of science or some aspect of nature.

7. Stories: Find one book that meets the requirements for a good story book for four year olds. Practice reading it, jot down questions to be asked, and be ready to read it to the group. (This assignment should be done after we discuss reading to children).

8. Creative Movement: From the reference shelf or your own resources, select a creative rhythm movement; learn it; and teach it to the class.

9. Cognitive Experience: Plan a cognitive experience that a four year old can master; such as an experience in letter recognition, printing, mathematics, colors, shapes, sorting, etc.

COURSE REQUIREMENTS

1. Each student will compile a handbook of guidelines for effective parenting. As each unit is completed, the student will list a minimum of three appropriate guidelines that he/she considers valuable for use in future parenting.

2. Written assignments:

   a. Readings from texts.

   b. Review of magazine articles

   c. Other (surveys, data collection, etc.)

3. Diary of Activities to be handed in weekly.

4. Formal observations of children.

5. Participation and cooperation with classmates, teacher and preschoolers.

6. Small group work for debates, oral reports and preparation of bulletin boards.

7. Self-evaluation.

8. Quizzes and Tests

Appendix 1-C

RATING SHEET FOR ASSIGNMENTS

Name _____ Section _____

Period _____

Assignment	Title or Type	Date	Comments	Grade
Craft				
Finger Play				
Songs				
Games: Indoor Outdoor				
Nutritious Food				
Nature or Science				
Story				
Creative Movement/ Rhythm				
Cognitive Experiences				

Appendix 2-A

HEREDITY PRETEST

True or False: Mark a T if you agree with the following statements and an F if you disagree .

___ 1. Tuberculosis is an inherited disease.

___ 2. One's heredity is transmitted through the blood cells.

___ 3. Babies inherit more traits from their mother than their father because their mother carries them 9 months before birth.

___ 4. Human life begins when a sperm and an egg unite.

___ 5. One's hair coloring is inherited.

___ 6. Intellectual capacity is not inherited from parents.

___ 7. A child has exactly the same heredity as his father.

___ 8. The child of a criminal can't help stealing from others, because he inherited this trait from his parents.

___ 9. The sex of the child is determined by the heredity of both parents.

___ 10. A boy inherits the ability to act like a man from his father.

___ 11. Personality is inherited.

___ 12. A well-mannered person has inherited his good behavior.

___ 13. Talents and skills, like musical ability, are inherited.

___ 14. Skin color is inherited.

___ 15. All mental illness is inherited.

___ 16. People who inherit red hair also inherit hot tempers.

___ 17. People with average intelligence cannot have a gifted or very intelligent child.

___ 18. The chromosomes contain the genes.

___ 19. The fertilized egg cell grows by means of cell division.

___ 20. Characteristics which the parents have acquired during his life are sometimes transmitted to the child through the genes.

___ 21. The shape of the features is determined by heredity.

___ 22. Emotional temperament is hereditary.

___ 23. Appetite for alcoholic drink is hereditary.

____ 24. Some genes are dominant over others.

____ 25. Brothers and sisters may have different types of blood.

____ 26. A child born to parents whose ages differ greatly will not be as likely to develop normally.

____ 27. The genes determine whether or not a person will be successful in life.

____ 28. The sex of the child is determined at the time the egg and the sperm unite.

____ 29. The scientific facts about the mechanism of heredity have been known for centuries.

____ 30. Two attractive parents will have an attractive child.

Developed by Ann Walsky, teacher for State Curriculum Guide.

UNDERSTANDING CHILDREN

What is Personality?

Definition:

There are two factors that greatly affect the development of personality.

They are:

I. Environment (surroundings)

A. Pre-natal environment: The unborn child is greatly affected by the mother's health and care of herself during pregnancy.

1. Nutrition

2. Smoking

3. Veneral disease

4. Drugs

B. Result of everything that has happened since infancy at home:

1. Kind of care received as an infant from parents.

2. How parents treat you and others.

3. How parents feel about people and the ideas that are important to them.

4. Discipline - strict or easy - threats with no follow-up.

In most cases, parents do the best they can - their parents made mistakes and they will too. But in learning why people act as they do they will do better when handling children because they have learned from their mistakes.

C. Result of everything that has happened to you outside the home, (school, teachers, community, neighborhood, friends, country, etc).

II. Heredity (tendency you have to be like your parents, grandparents, and other ancestors).

We inherit:

A. Physique

B. Intelligence

C. Temperament

CASE DESCRIPTION

Heredity and Environment

Sally is three years old. Sally has brown hair and dark eyes. Her hair is much darker than her mother's or father's. She is fairly tall for her age. Sally likes to look at story books, listen to records and play with dolls. Sally can carry on big conversations.

Sally does not have any pets, since she is allergic to animal hair. She also has some food allergies.

In the mornings Sally watches several children's programs on TV. In the evenings she enjoys taking walks with her father. Sally is generally a happy, good natured and well adjusted child.

1. List Sally's inherited traits.

2. What characteristics has Sally acquired as a result of her environment?

3. What do you know about Sally that might be related to both heredity and environment?

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EMOTIONS

Definition: An excitement or disturbance accompanied by certain bodily changes.

Benefits of emotions:

1. They can enrich life; days without them would be dull.
2. Provide extra energy.
3. They may drive one to do good acts.
4. They can act as a tonic.

Detrimental effects of emotions:

1. They may drive one to do bad acts.
2. They can cause you to waste energy.
3. They can be detrimental to health (cause ulcers, allergies, headaches, high blood pressure, etc.).

Understanding the child and his emotions:

1. Parents help a child form good emotional habits.
2. Children need help to understand, manage, and express their emotions in order to obtain emotional maturity as an adult.

EMOTIONS:

I. Fear

A. Causes:

1. A shock reaction to experiencing sudden, unexpected danger and the feeling of helplessness that accompanies such an experience. Example: doctor's shot, dog bite, etc.

2. Fears caused by an adult:

a. Parents, afraid of thunderstorms, may give the child the same fear (also of water, heights, dark, insects, etc.).

b. Child frightened by what he/she hears parents talk about (doctors, dentists, war, family troubles, etc.).

c. Child sensing situation he/she does not understand: (tension and bickering between parents, insecurity, parents disturbed and unhappy). Reaction of child may be night terrors, bed-wetting, thumb sucking, cruelty to pets, bad relations with playmates.

d. Parents ambition for child to "shine" (to be the best), standards set too high. Reaction of child - "show-off", develop nervous habits.

e. Fear of punishment is caused by parental behavior. Reaction of child may be deception and lying starting as protective measures against pain and humiliation.

B. Prevention of fears:

1. Explanations that add to a child's knowledge are helpful.

2. Ignorance is at the back of most fears.

3. Fears multiply when a child doesn't know when to believe a person and when not to.

C. Dealing with fears:

1. Never ignore a child's fear in the hope that it will soon be outgrown.

2. Never ridicule - it drives the fear underground (within the child).

3. Build up the child's self-confidence.

4. Make a feared situation a pleasant one, if possible.

5. Learn why and how a fear developed and clear it up. Give support and comfort to the child.

a. Have child talk about experience.

b. Bring it out in play

c. Use any creative or imaginative devices that will bring it out.

6. Seek an expert's help if fear interferes with the child's normal functioning.

II. Anger: A feeling of extreme displeasure or hostility. Everyone feels angry, but a child must learn to accept and deal with angry feelings constructively.

A. Causes:

1. Frustration of movements or desires (not being able to do or have something wanted).

a. Take child away from what he/she is doing. Give child warning that he/she must finish and give time to finish.

b. Too many "no's".

c. Selfishness - natural for a young child who is still self-centered.

d. Criticism of child.

e. Teasing

B. Helping the angry child:

1. Be matter of fact and keep calm. It doesn't do much good to get angry yourself.

2. When a child is in difficulty, lend assistance.

3. Ignore temper tantrums, a child in this state cannot be reasoned with.

4. Find constructive things for a child to do to work off anger.

5. Allow child to be himself.

6. Don't let child store up guilt over her/his angry feelings, help child understand that everyone experiences anger.

7. "Letting off steam" may prevent sulkiness and obstinancy, so teach the child appropriate activities for releasing her/his emotions.

III. Love: The strongest of all emotions, the foundation of good child development.

A. The child who receives plenty of love has a sense of security.

B. It is important that you recognize and feel the need for love.

C. Never let a child doubt that you love her/him even though you may punish her/him for misbehavior.

D. "Bad" behavior may be caused by feelings of not being loved or that you do not approve of the child.

E. Encourage child to express love. (Learning to give as well as receive it.)

F. Ways to show affection to a child are:

1. Friendly voice

2. Pat on the shoulder

3. Words of praise

4. Willingness to listen to child's problems

5. Accepting child's suggestions

6. Noting child's accomplishments.

IV. Jealousy: Resentfulness of a person the child thinks is depriving her/him of special rights and/or property.

A. The jealous child cannot cooperate or share.

B. Jealousy is natural in children but should be gradually overcome as the child grows up.

C. How jealous feelings can be avoided:

1. Don't give a child a reason for feeling jealous.

2. Never compare one child unfavorably with another in their presence.

3. Don't expect older children to always give up toys to younger children.

4. Give the jealous child love and affection. Do something with him/her which would be a special treat.

5. Help children feel that they are valued for what they are and that people care about them because they are unique, not just because they are beautiful or can do something well. Give them the feeling of being wanted, respected, and enjoyed as individuals.

V. Elation (Joy or pleasure): A feeling brought on by success or hope of success.

A. A learned feeling - some persons habitually see the bright side of things (optimists) while others see the dark side (pessimists). Children usually behave by imitating those with whom they live.

B. Success breeds energy. At every success, joy gives you more energy and a renewed feeling of confidence. Help the child to undertake what he/she can handle successfully to increase optimism for life and confidence in herself/himself.

VI. Dejection or Sadness: One gives up.

A. Causes:

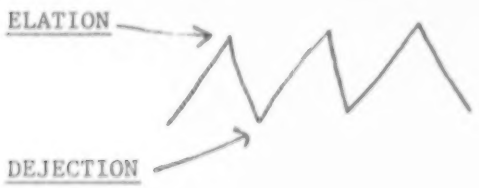
1. Failure to achieve something hoped for.

2. Realizing a state of insufficiency.

3. Losing something or someone of value.

Most people have an up and down pattern of elation and dejection.

The pattern of an emotionally immature person is demonstrated by very high peaks and low valleys.



As we reach emotional maturity, the ups and down tend to level off.

Appendix 6

QUESTIONS FROM FILMSTRIPS "HOW FEELINGS GROW" AND "EXPRESSING FEELINGS"

1. Why are feelings so important to people? _____

_____

2. What might happen to a child who is told that her/his feelings are wrong or bad? _____

_____

3. A child must be prevented from expressing feelings in ways which are (complete) _____

_____

4. Overcoming fears is a problem for a young child. Why are fears difficult for a child to understand? _____

_____

5. Is it wrong to let a child know his/her parent's true feelings? Why?

_____

_____

6. What important point should parents remember when a child is about to enter the hospital? _____

_____

7. A child should learn to prepare for and accept unpleasantness. What might happen if parents prevent this learning from taking place?

_____

_____

8. Why is sharing feelings so important? _____

_____

_____

WHAT EVERY CHILD NEEDS FOR GOOD MENTAL HEALTH

To grow healthy and strong, children should have good food, plenty of sleep, exercise and fresh air. Children have emotional needs too. To have perfect health - to be both healthy and happy - all children require.....

LOVE

Every child needs to feel that his parents love, want and enjoy him, that he matters very much to someone, and that there are people near him who care what happens to him.

ACCEPTANCE

Every child needs to believe that his parents like him for himself just the way he is, that they like him all the time, and not when he only acts according to their ideas of the way a child should act. That they always accept him, even though they often may not approve of the things he does, and that they will let him grow and develop in his own way.

SECURITY

Every child needs to know that his home is a good safe place he can feel sure about, that his parents will always be on hand, especially in times of crisis when he needs them most, and that he belongs to a family or group; that there is a place where he fits in.

PROTECTION

Every child needs to feel that his parents will keep him safe from harm, and that they will help him when he must face strange, unknown and frightening situations.

INDEPENDENCE

Every child needs to know that his parents want him to grow up, that they encourage him to try new things and that they have confidence in him and in his ability to do things for himself and by himself.

FAITH

Every child needs to have a set of moral standards to live by, and a belief in the human values - kindness, courage, honesty, generosity and justice.

GUIDANCE

Every child needs to have friendly help in learning how to behave towards people and things, and grown-ups around him who demonstrate how to get along with others.

CONTROL

> Every child needs to know that there are limits to what he is permitted to do and that his parents will hold him to these limits. Though it is all right to feel jealous or angry, he will not be allowed to hurt himself or others when he has these feelings.

Children whose basic needs are satisfied have a better chance to grow up with good mental health and to become mentally healthy adults - people who are good parents, good mates, good workers, good neighbors, and good citizens.

ARE YOU HELPING YOUR CHILD LIKE HIMSELF?

Incident: Three-year old is terrified of thunder.

What incident really means if we thing about it:

Of course fear of thunder is irrational, but that doesn't make it less real. Probably the loud, irregular, incomprehensible noise is associated unconsciously with aggressive, hostile, impulsive feelings. Children's anxiety is likely to reflect their fear of anger in themselves or others. If they are told there is nothing to be afraid of, and they are afraid, them obviously they are failing in some way.

Quick responses - what we usually say:

"There's nothing to be scared of, it's just a loud noise."
"It can't hurt you, it's just clouds banging together."
"Am I scared? Of course not!"

What we might say to help a child

"I know it sounds very scary to little children - come sit on my lap."

"Almost every child your age gets frightened of thunder - it's a kind of angry sound isn't it? But I promise it won't hurt you."

"What do you think the angry clouds are growling about? I know it's scary, so let's make up a story about them. Maybe that will help."

Incident: Five-year old wets his bed.

Accidents are usually related to emotional tension. The child has absolutely no conscious control over the event. Any indication from a parent that he/she could have controlled it, tends to increase her/his anxiety, prolonging the regression, and the child sees herself/himself as failing to measure up to expectations.

Quick responses - what we usually say:

"Oh goodness, I hope that's not going to start again!"
"Try to get up and go to the bathroom next time."
"See, I told you not to drink so much water last night!"

What we might say to help a child:

"Gee, I guess you were pretty tired, or maybe a little upset in your feelings. You can't help it, it just happens. When you are feeling relaxed and good, it will just stop by itself."

"I sure hate this mess, but it's not your fault, you were sound asleep. How could you help it?"

Incident: Four-year old at beach is terrified of going into the water.

What incident really means if we think about it:

A two-year old has no fear at all, races into the surf. A four-year old, much more aware of possible danger, must re-establish a sense of balance in his/her own way at own pace. If he/she is fearful, but parents seem impatient, child blames self for lack of courage.

Quick responses - what we usually say:

"Come on, Daddy will hold you up, there's nothing to be scared about."
"Don't be such a baby the water's not going to bite you."
"Would I let anything happen to you?"

What we might say to help a child:

"Play at the edge for awhile honey, until you can see how shallow the water is."

"Let me know if you want me to hold your hand."

"Maybe later you'll want to go into the deeper water with me. You let me know when you are ready."

Incident: Four-year old screams and carries on in doctor's office while getting a shot.

Fear of medical treatment (for adults as well as children) is rarely rational or realistic. What is aroused are deep unconscious anxieties about being physically assaulted in some way, losing one's control, of becoming weak and helpless. When a child knows he's scared and is told he shouldn't be, he/she assumes there is something wrong with him/her.

Quick responses - what we usually say:

"It doesn't hurt that much so stop being such a baby."
"What will Dr. Brown think of you? Aren't you ashamed to carry on like that?"

What we might say to help a child:

"I know this is unpleasant. Let's try to get it over with as fast as possible."

"Hold my hand tight and scream all you want to. It will be over in a second."

"All little children get scared. It's perfectly all right. However, it must be done so I'll hold you on my lap and you yell. I'll tell you when it's all over."

Incident: Three-year old won't share wagon on playground when told to.

Learning to share is a difficult and complicated lesson in the process of becoming a civilized person. It seems incomprehensible to young children, whose toys and possessions seem to be extensions of their bodies. When they see how we disapprove, they assume that they have failed again to measure up to proper standards.

Quick responses - what we usually say:

"That's very selfish; Jimmie won't want to play with you anymore."

"I'm surprised at you being so selfish. I though you were such a nice little boy."

"If you're mean like that, nobody will ever let you play with her/his toys."

What we might say to help a child:

"I know it's hard for you to give Jimmie a turn, but it's fair because he let you ride his bike yesterday."

"Let's you and me play, or I'll tell you a story, or we"ll count five minutes on my watch, and Jimmie will give it back."

"I'm sorry Jimmie, Kenneth isn't ready to share the wagon yet. Maybe tomorrow he'll change his mind, because he likes to play with you."

Incident: Two-year old bites another child.

What incident really means if we think about it:

Biting at age two is pure instinct for self-preservation. It isn't planned, it happens. Usually the child is as surprised as you are. If children are made to think they can stop it, they are likely to assume they're wicked when they can't stop it.

Quick responses - what we usually say:

"That's bad, bad, bad."
"That hurts. Here I'll show you how it feels."
"Don't you ever do that again, It's very, very naughty."

What we might say to help a child:

"When little children bite, mommies have to stop them, and try to help them remember. Come sit next to me for a minute, so you can try to remember."

"I know you didn't mean to hurt Jill, but biting does hurt a lot. I can't let you do that. When you are bigger you will be able to remember."

Incident: Five-year old is afraid to fight back when bully keeps attacking her/him on street or in the playground, even though they may be matched in physical size.

What incident really means if we think about it:

Children are exactly like grown-ups. Some can defend themselves physically, others cannot. Sometimes children who hold back do so because they're afraid if they ever let go, they'd kill the other kid! Some children just aren't built for such physical challenges, psychologically, no matter how they may look physically. If they are ridiculed, they lose what confidemce they might need to defend themselves in an emergency.

Quick responses - what we usually say:

"You're just as big as he/she is. You must learn to fight back. Let me show you how."

"You're acting like a sissy. All you have to do is let her/him know you're not afraid of her/him."

"I don't like tattlers, you can take care of yourself if he/she doesn't play fair."

What we might say to help a child:

"I guess the best thing to do is try to play somewhere else. I know he/she is a bully."

"You're a wonderful person, and I'm sure you could defend yourself if you wanted to. There's nothing wrong with not liking to fight."

"I'm sure Daddy/Mommy was the same way when he/she was little."

"Sometimes you do have to let a mean person know he/she can't push you around, but for a person like you that can be terribly hard. You are a strong person, but you're also a nice person."

Incident: Four-year old cries the first day at nursery school and mother has to stay.

What incident really means if we think about it:

Young children have completely individual styles when it comes to adapting to new experiences. Some need more time than others, some hide their feelings, but are just as miserable as the ones who are crying. All children react in one way or another to the first school experience. It is such a dramatic symbol of the increasing separateness especially from mother.

Quick responses - what we usually say:

"I don't know what's gotten into you. You sleep at Johnny's house and stay with Grandma. Why should you cry now?"

There's nothing to cry about. Look at all the other children. They let their mothers go home. Why are you acting like a baby?"

What you might say to help a child:

"Lots of kids are scared on the first day of school. Everything seems so strange. I'll stay for awhile until you get to know your teacher."

"I remember I cried when I first went to school. I know it's a little frightening. I'll stay for awhile, then I have to leave. But, it's all right for you to cry a little. The teacher understands that some children feel a little sad on the first day of school."

Summing up:

What we really have been doing is accepting the fact that young children see everything as either black or white, with no shades of gray in between. He/she is either good or bad, cowardly or courageous, nice or naughty, lovable or awful. We have also been reminding ourselves that to be human is to have all kinds of feelings; love and hate, compassion and competitiveness, courage and cowardice. Our children are wrestling with this profound fact of life and they are trying to reconcile themselves to accepting all of it. We are saying it is necessary to love all of it - all of oneself - the essential road to personal fulfillment as a human being.

(Eda Le Shan, Sunday Star Ledger, 10/13/68)

PRETEST - MATCHING DEVELOPMENTAL TERMS

A. fine motor skill	K. equilibrium
B. gross motor skill	L. parallel play
C. developmental task	M. environment
D. auditory	N. heredity
E. chronological	O. cooperative play
F. cognitive	P. learning
G. state of readiness	Q. egocentrism
H. growth and development	R. solitary play
I. motivation	S. negativism
J. maturation	

1. ____ The child plays alongside another child and usually enjoys being with the other child, but is mainly interested in its own activity.

2. ____ Term dealing with hearing.

3. ____ The ability to use scissors correctly.

4. ____ Dealing with the process of knowing or thinking.

5. ____ Climbing or running or hopping.

6. ____ Arises at a certain period in the life of an individual. Success with it breeds success.

7. ____ The genetic characteristics passed on to an individual by her/his parents.

8. ____ A list or table of events in their order of occurrence.

9. ____ A time when things are in good balance, both inside the person and between the person's environment.

10. ____ First stage of play behavior in which the child plays alone.

11. ____ Time at which the body is ready and individual feels the need to achieve a certain task.

12. ____ Surroundings.

13. ____ Providing a reason or purpose for doing something.

14. ____ Qualitative changes in a characteristic.

15. ____ Change in behavior which increases the individual's ability to deal more effectively with the environment.

16. ____ Stage of development at which children can consider things from only one point of view, their own.

17. _____ When child begins to play with other children.

18. _____ A period in development characterized by the negative emotions of fear, anxiety, resentment, etc.

19. _____ Gradual physical or behavioral change in a person.

KEY

PRETEST - MATCHING DEVELOPMENTAL TERMS

1. L — The child plays alongside another child and usually enjoys being with the other child, but is mainly interested in its own activity.
2. D — Term dealing with hearing.
3. A — The ability to use scissors correctly.
4. F — Dealing with the process of knowing or thinking.
5. B — Climbing or running or hopping.
6. C — Arises at a certain period in the life of an individual. Success with it breeds success.
7. N — The genetic characteristics passed on to an individual by her/his parents.
8. E — A list or table of events in their order of occurrence.
9. K — A time when things are in good balance, both inside the person and between the person's environment.
10. R — First stage of play behavior in which the child plays alone.
11. G — Time at which the body is ready and individual feels the need to achieve a certain task.
12. M — Surroundings.
13. I — Providing a reason or purpose for doing something.
14. J — Qualitative changes in a characteristic.
15. P — Change in behavior which increases the individual's ability to deal more effectively with the environment.
16. Q — Stage of development at which children can consider things from only one point of view, their own.
17. O — When child begins to play with other children.
18. S — A period in development characterized by the negative emotions of fear, anxiety, resentment, etc.
19. H — Gradual physical or behavioral change in a person.

Developmental Characteristics:[1]

Summarize the physical, emotional, social and intellectual characteristics of a child at the following ages:

2 year-old:

3 year-old:

4 year-old:

5 year-old:

6 year-old:

COGNITION INFORMATION SHEET

Cognitive ability deals with the mental processes which allow human beings to acquire, store, arrange and rearrange information. Each time a child reacts to the environment, previous concepts are modified, and new ones formed. Language is the means by which we communicate what we know. As more and more concepts form, the meanings that the child gives to words also changes.

The ability to form concepts is developmental. In order to develop cognitive ability in young children, we must provide them with a variety of experiences and a chance to practice them many times. The experiences should be planned from very simple levels and gradually increase to more complex.

Preschool activities for developing cognitive abilities may include the following:

1. Developing Physical Knowledge - provide children with a variety of objects they can explore (see, touch, smell, ask questions about). Children can work alone or in small groups.

   Examples:

2. Developing Logical Knowledge - provide children with materials and directions and/or questions regarding color, size, shape, probable use, where found, etc. Concepts of size, space, similarities and differences, distance, loudness, hardness.

   Examples:

3. Developing Elementary Number Concepts - provide children with opportunities that involve quantity and measurement; not merely counting numbers. Problem solving cannot be accomplished until children can comprehend differences between big/little, same/different, long/short, full/empty, etc.

   Examples:

4. Developing Concepts of Space - provide children with experiences where they can put objects in some order, other than by numbering, to develop concepts of space.

   Examples:

5. Concepts of time can be taught in many different ways: Through everyday conversation a parent or teacher can convey relationships, such as, in a little while, some time ago, minute, hour, tonight, right now, last, etc.

   Examples:

GETTING PRESCHOOLERS READY FOR READING AND LEARNING

I. Read to the child

A. Reading begins before a child is able to read; it starts with their parents and you. We can influence a child's lifetime reading.

We want children to enjoy reading so they must have a positive attitude toward it early in life. If children become bored listening to someone read to them, we should stop and change the activity. It is better to give them too little than too much. We do not want them to associate boredom with reading.

B. When reading to children one should read with inflection (changes in tone and expression) to avoid boredom.

To be able to read with inflection you must know the story beforehand. Pre-read a story before reading it to a child and you will know when to act excited and be able to summarize lengthy parts that might be boring.

Also, ask questions of the children when reading so that you can involve them in the story-telling. Asking questions also stimulates a child's thinking, which is very important in the age of so much television viewing.*

A child listens to a story to be entertained, but we should also teach them:

1. to think
2. to draw conclusions
3. to interpret
4. to develop mental pictures, and powers of observation
5. To predict (ask questions such as, "What do you think this story is about?" after reading title; and "What do you think is going to happen next?" as you proceed with the story.)

If a story has new or difficult words, there are three ways in which you can handle them:

1. substitute a word they will know.

* There is another method of reading to children in which you do not ask questions during the reading of the story but simply say at the end, "And that was the story of___(title). The theory here is that you let each child take from the story what he/she is capable of at her/his stage of development. This method might be especially appropriate when reading to a large group of children and asking questions could become chaotic.

2. act it out or dramatize it.

3. by use of inflection

C. Let the child choose the book. He/she will be more interested if it is a story he/she likes. (In a large group it may not be wise to let the children choose, we would have 18 different suggestions.)

D. Hold the book so that all the children can see it. This is another reason for pre-reading the book and becoming thoroughly familiar with it.

E. Read the title of the book. With non-fiction books, the title usually gives the gist of the story.

F. Look at the children while reading to them; involve them. Ask questions, particularly of the restless, to draw their attention back to the story. If a child does not know the answer, give him hints and guide his thinking, but do not embarrass her/him if he does not know. If possible, ask questions that have no right answer, but are thought questions.

G. Criteria for selecting books for little children:

1. simple, logically developed plot.

2. repetition, catch phrases, and/or rhymes.

3. familiar setting and events.

4. one main character

5. plenty of conversation - particularly animals that talk. Avoid long paragraphs of description.

6. language which is familiar, colorful, flows easily and simply.

7. simple, satisfactory climax - happy ending

8. pace suited to child's attention span and the purpose of the story.

9. Illustrations should be bright, colorful, clear, childlike, filled with action, and interwoven with the story. Photographs are not popular with young children as they do not allow for play of the imagination.

II. Develop her/his listening skills. Learning sounds is primarily a listening skill and often a child cannot recognize a word or sound imprint because he/she hears it differently from the way it really is. You can develop this important skill by simple everyday action, beginning when the child is an infant.

A. Enunicate words carefully yourself ..... we say "commere!" for "come here!", "scuse me" for "excuse me", or "Pleased ta meetcha" for "pleased to meet you." "Didja hear me?" for "Did you hear me?" "Let's go to the liberry" for "Let's go to the library." Remember, children learn by imitation. Do not use "baby talk".

B. When communicating with a child to give directions and to correct her/his behavior, keep it short and sweet: to make sure he/she has heard you have the child repeat what you said. Too many pupils fail because they learn early to "tune out" parents and teachers, even while looking them squarely in the face! When a lesson is being taught or directions are being given, many pupils may look like they are listening, but they don't really hear.

C. Play sounding games:

1. "I see something that begins with the sound of s."

2. "Give me a word that rhymes with sing; at; say." .....Notice that sounds can be the same even though they are spelled differently... e.g., weigh and day sound the same, and he/she is learning very early in life that eigh and ay and a all make the same sound.

III. Skim the newspaper and locate interesting little news bits for a youngster. By pointing this out, the child might get into the habit of reading a daily newspaper; a neglected pastime today.

IV. Let her/him watch "Sesame Street" or other educational TV programs. Recent studies show that viewers of these programs learn quickly and enjoy learning for learning's sake.

V. Don't make her/him hate reading or learning by forcing her/him to memorize facts that have virtually no meaning to them. e.g., How many states in the United States? Does he/she understand what a state even is? Especially since we use the word in another way: She was in a state of shock. It is much better that he/she learn concepts without even being aware of the fact that he/she is learning. e.g., "Our country is big, big, big, it has lots of cities, towns, rivers, mountains, etc. Edison is only one little town in this big, wide country".

He/she can learn directions by your casual reference to them: "Let's take Route 1 south if we're going to Sears."

Instead of killing her/his interest in learning by forcing her/him to count to 100, can't you teach the concept casually by counting out loud the number of potatoes you found in a 10 pound bag? Or, the number of eggs in a carton? We have only 10 symbols to indicate any number you can think of, 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, that's it! So why punish them by having them perform by spouting off numbers that have no meaning to them?

Pupils in high school often have difficulty learning factions. This can

be learned by the preschooler so casually if we will teach the concept without them even knowing you are teaching it. How? "Billy, shall I cut your peanut butter sandwich in half or do you want it whole?" "There are four of you and only one apple. Let me cut it in quarters so you can all share."

Demonstrate when you're cutting the pie or cake....." I need eight pieces so I'll cut it in half first, then cut each of those in half", and so on. They learn early in life that a fraction is simply a part of a whole.

VI. Show her/him the importance of reading by leaving little notes on her/his pillow (good-night Greg), on the refrigerator (have an apple), on the T.V. (one show), on the table (wash your hands), in the bathroom (brush your teeth). Short simple notes which he/she can't read, but learns to recognize quickly, because he/she sees these words often. This will develop a sight vocabulary which he/she needs for grade one. Besides, the child will feel pride that he/she is "reading" and it is fun!

VII. Read road signs out loud and eventually he/she will recognize them her/himself: "School", "Speed Limit", "Slow", also names of other things he/she will see often: Exxon, Gulf, etc. "Let me know when we come to a Gulf Station".

VIII. Let them "read" pictures for fun. Keep magazines everywhere, even in the bathroom; comic books too. Give her/him a magazine to look at while he/she is waiting to have her/his b.m.

IX. Let her/him "read" to you while you get dinner and listen. This develops imagination.

Above all, learning should be fun. It should be given in short doses, in a fun-type atmosphere, even if only for a minute or two. If you can help her/him to enjoy learning and get her/him ready to read, then you both have it made. Relax! Good Luck! Have fun!

PARENT AND CHILD COMMUNICATION

HOW TO COMMUNICATE

Communication in the family

Communication occurs infrequently in most families. Many families believe that communication "happens" when everyone gathers in the living room after dinner to talk. Yet, even that happens rarely in most families. Communication really occurs in the common experiences of daily living. Conversation over breakfast, after school, and before dinner are all important times for communication between parents and children.

Communication can occur in everyday activities. However, it also becomes important for family members to take time out from daily living to talk about concerns, feelings and thoughts. If parents take time to talk with their children on a regular basis, most crises would be easier to deal with and some may never occur at all. Parents who only take time to communicate with children when problems arise are not effective parents.

Taking time out to talk with children should occur on a regular basis. Dinner can be a good opportunity for sharing experiences and general family discussion. However, one-to-one communication must also take place. Dad and son need to get together and share their experiences, feelings, and thoughts; so, too, mom and daughter, mom and son, and dad and daughter. Children of all ages should be taken seriously and involved with family communications. What is most important in parent-child communications is how each person communicates with one another.

Helping is a key to communication

(At the Dinner Table)

Son: "Do you know what happened to me today?"

Father: "Pass the butter, Mary, did you remember to get my suit from the cleaners?"

Son: "Dad, I got an A in arith....."

Father: "How about my suitcase, Mary? Is it packed for tomorrow?"

Son: "......metic, But, some of the other guys in school made fun of me. They said I was the teacher's pet, always getting A's. Dad, do you think so?"

Father: "What are you talking about! You're a good kid! Be tough! Mary, you make sure this teacher isn't doting on our boy. I won't be back until Thursday. Do you have enough money until then? Did you pack..."

Helping is a key to successful communication. Is the father really helping his son? Four aspects to helpful communication, according to the educator Robert Carkuff, are empathy, respect, concreteness, and genuineness. As each aspect is described, the father's helpfulness is evaluated.

Empathy:

Empathy or understanding is the ability to see the world as another person experiences it. This father demonstrated no empathy for his son's self-doubts. He even dismissed his son's problem by saying "What are you talking about! You're a good kid!

Respect:

Respect or caring for someone is the ability to respond to a person and let him know that you care and believe in his ability to deal with his life. This father showed no respect for his son. He talked to his wife when his son addressed him. He even interrupted his son telling him about his A.

Concreteness:

Concreteness or being specific is the ability to help the other person be specific about his experience and feelings. This father was vague himself. He never tried to help the son clarify his concerns and asked no questions.

Genuineness:

Genuineness or being "real" is the ability to be honest and sincere in relating to another person. The father's statement, "You're a good boy!" was not sincere if he thought he wasn't tough enough and needed mother's intervention with the teacher. This father tried to take an easy way out.

Following is a more successful dialogue

(Child runs into kitchen where mother and friend are having coffee)

Daughter: (tearfully) "Mommy! Mommy!"

Mother: "Oh, what dear? You look upset, honey."

Daughter: "She did it! She did it!"

Mother: "Jane upset you, didn't she?"

Daughter: "Yes." (calms down a bit).

Mother: "What did she do?"

Daughter: "She knocked my building down."

Mother: "What are you going to do?"

Daughter: "I don't know.....build it up again. She shouldn't do that.... knock it down."

Mother: "Yes, you're right. Why don't you tell her?"

Daughter: "Okay! I'll tell her. Can I ask her to help me build it again?"

Mother: "Sure, That's a good idea."

Daughter: "See you later!" (runs off excitedly)

Mother demonstrated empathy immediately by identifying her daughter's upset feeling. She was also empathic by listening carefully to her daughter throughout the dialogue. Respect was communicated to her daughter when the mother allowed her to deal with the problem as much as she could on her own. She asked her what she was going to do. Mother also helped her daughter become more concrete about her problem. She asked her questions in an accepting way that further specified the situation. Genuiness came through to the daughter when the mother supported what she thought was right. She told her that she agreed that Jane should not have knocked the blocks down. She was sincere in suggesting a solution when her daughter couldn't resolve the issue. Yet, she did not actually interfere in the situation, respecting her child's ability to solve her own problems.

Parents have their own problems

Helping your child is a good and important motivation for communication. Another reason for parents to communicate to their children is to share their own feelings and concerns. Parents have their own problems and cannot nor should not expect themselves to always be a helper. Sometimes it is important for them to express their own concerns not only for their own sake, but for the sake of their children.

Children need parents upon whom they can depend, learn from, and be guided by. However, children also need parents whom they can identify with and understand. The parents should appear human, and have feelings and problems from time to time. Of course, reason and understanding are required in knowing what is appropriate to share with a two-year-old or a ten-year-old. Being too honest and realistic could only serve to frighten children. Exposing your two-year-old, for example, to a blow by blow account of two spouses arguments over their separation and divorce is too much for a young child to understand.

Communication involves a five step process. As described by Miller, Nunnally, and Wackman at the University of Minnesota. These steps include sensing, feeling, interpreting, intending, and acting.

(Mom is sitting at the kitchen table and four year old Jimmy comes in covered with dirt)

Mom: "Oh, Jimmy! I see you are covered with dirt. This upsets me. We are supposed to go over to Grandma's. I want you to go change first. Let's go into your room and change your clothes."

Jimmy: "Okay, Mom!"

Mom went through all five important steps in communicating her concern: sensing, feeling, interpreting, intending and acting.

Sensing: She made the sensing statement, "I see you are covered with dirt." This is a statement that describes specifically what one hears, sees, smells, touches or senses. It is objective and descriptive. If mom had just said she was upset, four year old Jimmy may not have understood what really upset her.

Feeling: Mom made the feeling statement, "This upsets me." This is a statement that describes what one feels without saying why. The importance here is in specifying and communicating one's real feelings. If mom had left this out in her communication, Jimmy may have worried about what she felt, how mad or upset she was, whether she would get over it, etc.

Interpreting: The statement, "We are supposed to go over to Grandma's," interprets why she is upset about what she sees. It is vital for Jimmy to understand why getting dirty upsets her, whether it always upsets her, or only on special occasions and what those occasions are.

Intending: "I want you to go change first," is the mother's intending statement. An intending statement communicates what one wants to happen now that a situation has occurred. What do the mother's feelings about the ~~si~~ situation make Jimmy want to do? He could have dreamed up all sorts of other ideas the mother might have had if she hadn't described them. In other situations, this becomes especially important if a child goes off in one direction and the parent in another, each intending to do something else.

Acting: Acting statements such as, "Let's go into your room and change your clothes," are also important. An acting statement communicates what the person is doing or is going to do about the situation. Without this ~~stat~~ statement, Jimmy may have run out to play thinking his mom wanted him to change anytime.

Now let's see how mom could have reacted badly and poorly communicated with Jimmy.

(Mom sitting at the table and four year old Jimmy comes in covered with dirt)

Mom: "Oh, Jimmy! You look terrible. How could you do this! You're such a bad boy! Go to your bedroom now!"

Jimmy: (tearfully) "Why?"

Mom: "You deserve a spanking."

All of mom's statements are interpretive except for one action statement, "Go to your bedroom now!" Mom gave no sensing, feeling or intention statements and Jimmy's at a loss to understand what is going on and why. What did he do? Mom only created an angry situation with no communication

or learning involved for Jimmy. Jimmy only learned that he must be a terrible person. Instead, he could have learned that, when they are planning to go out, he should keep clean. But the communication from mom was not clear enough to tell him.

When a situation occurs, all five steps in communication are important for parents to verbalize to their children. Unlike this situation, it may take more time than one statement for the parent to go through all five steps. In communicating, it is important to make sure that the other person knows what was said. This is called 'checking out'. Checking out what your child heard you say will save a lot of misunderstandings such as "Oh, I thought you didn't like me anymore."

Practicing this method with your children

Learning new methods to communicate are not always easy to implement. Parents will make many mistakes. There are several ways to implement this communication method successfully. They all require a certain humbleness and willingness to admit error on the part of the parents. In implementing a new method of communication, all parents will make mistakes. However, practice makes perfect only when parents evaluate their own performance and recognize their mistakes. Mistakes happen and a parent does not have to apologize for that. But, the parent must be willing to say to the child, "Is this helping you?" and then listen to the child's feedback.

The parent should admit to the child that he is trying to learn better communication. This allows the child to help the parent. Helping parents learn and watching them practice also has a significant benefit for the child. The benefit is that the child adopts this new communication method as well. As parents practice and develop their communication abilities, so too the child will imitate, learn, and practice. Mutual feedback between parents and children, about how well they are learning to communicate, fosters a healthy parent-child relationship.

A supportive environment for helping each other learn to communicate is another part of the basis for good communication. A parent can be an expert in communication skills. But, if a parent is close minded, authoritarian, cold or unfriendly, he will not instill openness, honesty and sharing of feelings in the child. The parent is responsible for the atmosphere for effective communication. This requires an attitude of understanding and listening rather than a judgmental punitive reaction.

An example of a poor attitude for communication by a parent is the following:

(John, a 14-year-old runs home for dinner)

Dad: "Where have you been? Why haven't you been home since school?"

John: "Dad, I lost my money. Some kids jumped me, beat me up and took my money." (starts crying)

Dad: "Why didn't you defend yourself? Why didn't you get the school principal? What's the matter with you? You're a man!"

John: "Okay, Okay!" (angrily, then sits there quietly).

Dad: "Answer me!"

In contrast, the father could have handled it thus:

Dad: "You're home late, are you okay? You look like something happened to you."

John: "Dad, I lost my money. Some kids jumped me, beat me up and took my money." (starts crying).

Dad: "You are very upset by this and it's very understandable. How did it make you feel?"

John: "There were these big high school guys. I never saw them before. I felt frustrated and angry." (continues to cry, holding his head).

Dad: "I imagine you felt helpless and a bit ashamed you couldn't handle the situation."

In this instance the father will continue to follow through on the son's feelings. He will continue to assist John to resolve those feelings and decide what to do about what has happened now and will happen in the future. The importance here is that the father showed understanding, warmth and interest. He used the communication skills of empathy, respect, etc.

There is another method for the parent to learn how to apply these communication skills. This involves a team approach with another parent in the household. Parents can agree to act as observers of each others' practice of the communication method. When one parent is talking to the child, the other parent can sit back and observe. After the communication has ended, the observing parent can privately describe what he or she observed in the communicating parent. They can discuss what improvements can be made. If this method is used, it should be a two-way system. Both parents should be able to act as observers from time to time. Single parents may want to ask a close friend or relative to play the observer role. This would require the observer to be around often enough to observe parent-child communication as it occurs. In this instance, a two-way feedback process in not appropriate. Either situation requires basic trust between the two adults.

Communicating to various age children

Children go through various stages of development. Because of this and the uniqueness of each human beings' personality, parents must be flexible in their expectations and communications with their children. While the

communication method remains the same, the child at various stages may need more of one communication response than another. For example, the "I want to do it myself!" two-year-old requires a different response than the sixteen-year-old, "I don't know."

Infants and Toddlers

Infants and toddlers generally do not know how to talk and communicate their needs in adult terms. Parents cannot rely on verbal communication for the young child two years old and under. However, by using voice tone, physical action and facial expression, accompanied by verbal communication, the parent can communicate to babies. It also becomes highly important for the parent to understand the child's developmental needs and growth and be sensitive to his cues.

Crying is the young child's way to say something is wrong. Crying is always a significant means of communication to respond to and never to be neglected. Infants, as well as toddlers, will learn to understand the parents' verbal communications far ahead of being able to verbally communicate back. With a great deal of warmth, patience and understanding the parent can use the suggested communication method effectively with babies. However, as already mentioned, the nonverbal expressions are crucial to successful communication at this stage of development.

Preschoolers

In the preschool years, we often mistake the child's developing independence as maturity akin to older childhood and self-reliance. We mistakenly expect that preschoolers no longer need a great deal of understanding or physical and emotional warmth and caring. They do have these needs, however, for healthy social and emotional development.

The preschooler is in a vital stage of development. He is particularly vulnerable to self blame. The three-year-old of divorcing parents typically believes it is his fault, or because of a screaming parent, believes that he is the bad person that makes the parent scream. This self-blaming attitude comes from absolutist or animalistic thinking. It is a naturally immature belief that he is the center and cause of all activity around him. Young children all grow out of this stage in a healthy home environment. This vulnerability requires a great deal of parent-child communication about each significant event in the child's experience. Parents must talk over with their preschoolers experiences such as death, divorce, disappointments, loss, sickness, and other crises.

Another vulnerability in the preschooler is that he is rapidly developing communication and social skills that will be the basis for his adult life. Parents who are effective communicators provide vital models for the child's training

School-age Children

School-age children need a strong parent-child relationship where they feel they can talk over their concerns and issues. The parent as a listener and counselor becomes as important as an adviser. Using the communication method of the helping relationship, the parent will become a close friend of the school-age child.

School-age children have diverted their attention to the peer groups. School and neighborhood friends become a major area of interaction and socialization. The parent has a less direct influence over the child's social development. The parent also loses influence because the child is in school for long periods of the day. For these reasons, the parent, as helper, is vital to healthy social development.

Adolescents

Communication with adolescents is difficult for primarily three reasons. For one, the adolescent is in the difficult process of becoming an adult and making decisions about life goals. This involves separating and differentiating himself from his parents. Because of this, parents are sometimes seen as the "enemy" rather than as a friend.

Another reason for difficulty in communicating with adolescents is that they are in the process of reaching adulthood in a different culture and generation than their parents. Parents have values based on an earlier generation's culture and life style. It makes it difficult for parents to understand and appreciate what their adolescents are going through. It behooves the parents to use the communication method of helping as well as sharing their own feelings when value conflicts arise.

As adolescents move into adulthood, they are no longer emotionally dependent on their parents. Parents have to make the transition in treating their adult children as equals and friends with adult status. This means that the degree of success of parent-child communication will determine the degree of emotional closeness of parent and adult child. The adult child must find a give-and-take friendship through open communication with their parents. If parents do not offer this, the adult child and parent relationship becomes distant. It eventually deteriorates into formalities and holiday ritual get-togethers.

APPLICATION OF COMMUNICATION METHODS

Applying these suggested methods of communication to the day-to-day experiences in the family is not always easy. While practice is an important means to achieving this end, a few examples are given to suggest how to practice this application.

A Preschooler Example

The young child is under five years of age. At this stage many things frighten the child. One common fear is of going into the water at the beach. The following is an inadequate response and a helping response of a parent.

Inadequate Response:

"Don't be such a baby." (Intending)

"The water's not going to bite you." (Intending)

Helping Response:

"I see you are staying out of the water while your brother and sister are in. You look frightened." (Sensing) (Feeling)

"I think you seem frightened of the water." (Interpreting)

"Would you like me to hold you in the water? I'd be glad to." (Action)

Good communication was shown when the parent went through the five step communication process in the second answer. It was not shown in the first answer where the parent only made two accusatory intending statements. The second answer also demonstrated a helpful response while the first one did not. The first response showed no empathy or understanding for the child's fear, no respect or caring for the child's concerns, no concreteness in specifying what the child was experiencing, now any genuineness in responding honestly to the situation. The second response, on the other hand, was helpful. The parent showed empathy by communicating what they saw was happening and the child's feeling of fear. Respect was shown by stating an intention or desire to help the child but still giving the child a choice in responding to the parents proposed solution. Concreteness was shown by the parent's willingness to specify the situation, including what he saw, thought the child felt and why, shared his desire, and proposed a specific action. Genuineness was also communicated by the parent's ability to honestly state that he wanted the child to be able to overcome the fear and yet respect that the child must choose the action.

A School-age Example

The school-age child has many experiences that parents wish they did not have. Sometimes the child shows indiscretion in behavior. An example is the eight year old boy whose baseball broke a neighbor's window. The parent may have said either of the following responses:

Inadequate Response:

"How did you do that?" (Interpreting)

"You are in trouble now." (Interpreting)

Helping Response:

"I hear you saying that when you threw your baseball, it went through the Jones' window and broke it." (Sensing)

"You look upset. It really upsets me too!" (Feeling)

"Are you upset because you weren't careful and were playing ball too close to the Jones window?" (Interpreting) (child says yes)

"I want you to think about what you can do about the broken window." (child says fix it) (Intending)

"You want me to help you tell Mr. Jones that you are going to replace the window?" (child says yes) (Interpreting)

"Let's go over now." (Acting)

The parent was neither a good nor a helping communicator in the first answer. Only one of the steps of communication was used. Interpreting, like intending, comes across as accusatory when used alone. None of the helping responses of empathy, respect, concreteness, or specificity were shows. The second answer, however, used all five steps for good communication responses. Helping communication was demonstrated as well. Empathy was shown in understanding the child's upset feelings about what he had done. Respect came through in the parent's belief in the child's ability to accept the parent's upset feelings, and the child's ability to decide what to do. Concreteness was evidenced in the parent's specificity in identifying all aspects of the experience including the sensing, feeling, interpreting, intending, and acting aspects. Genuineness was also demonstrated in the parent's honesty about his following through with a solution.

An Adolescent Example:

Adolescents are very interested in becoming adults. As part of this interest, they can become insistent on having freedom and setting their own limits and guidelines. Authority, particularly parental authority, can be an anathema to them. For instance, the sixteen year old daughter who wants to date a college man will not always understand the partent's position. The parent then has the task of communicating her/his objections. Here are two ways parents can begin to go about it.

Inadequate Response:

"You're too young!" (Interpreting)
"You'll get a bad reputation." (Interpreting)
"I said no. And that's final! (Action)

Helping Response:

"You want to date this college man." (Sensing)
"You said you feel mature enough to handle it." (Sensing)
"But I feel unsure and worried." (Feeling)

"I don't think you are that mature to be able to handle boys older than your age group." (Interpreting)

"I wonder whether you are making a mistake." (Interpreting)

"I would like you to consider having him over here for dinner first." (Intention)

"I would like you to consider my concerns to see whether they are valid." (Intention)

"Let's plan to have him here for dinner and then we can talk again. Maybe this will dispel my concerns." (Action)

In the inadequate response, the parent was only partially communicative. The parents did not use sensing, feeling, or intention statements. Nor did they show much empathy or understanding of the daughter's position. Neither respect, concreteness, nor genuineness came through when they used accusatory interpretation and jumped into an action statement. But the helping response did show all five steps of the communication process. Beginning with sensing through action, they carefully empathized with the daughter in their sensing statement, while honestly sharing their own feelings. This honesty or genuineness also was evident in their ability to explore an intention that met both the daughter and the parent's needs. Concreteness came through by their specifically explaining why they felt unsure and worried and exactly how they thought they might deal with it. Respect was also demonstrated because they cared enough to take their daughter's desires into account. Even though these parents and their daughter have not yet agreed on what to do, the daughter will feel that her parents genuinely want to meet her half way.

COMMUNICATION AIDS

Courses on Communication

Courses on communication between parents and children are available in many communities. They vary in cost, approach, training of teachers, and value. Each should be investigated thoroughly. Approaches in communication include, play therapy and psychoanalytic techniques, communication styles and methods, behavior modification and reinforcement training, and practical problem solving. Teachers can be home economists, social workers, child development specialists, psychologists, ministers, or concerned parents.

In order to evaluate the worthiness of a program, parents must first formulate an idea of their needs. Secondly, evaluate whether the course's approach fits these needs. Third, does the cost seem reasonable and affordable? Fourth, the teacher's training and experience should be considered. Do the parents have confidence in the teacher's knowledge and ability? If all these steps result in a positive evaluation, then registration and participation are appropriate. But at this point parents should consider who should take the class. The course may require one or both parent's participation. Fathers as well as mothers would do well to be involved.

Taken from Family Development, Leaflet #555,
Rutgers University - Cooperative Extension Service, U.S.D.A.

LANGUAGE DEVELOPMENT

1. Language is necessary to:

   a. Develop concepts and ideas.

   b. Communicate them.

   c. Learn from other people.

2. Babies use all the sounds from which words are formed and many more. They need to hear speech if they are to learn and make words out of these sounds. Talk to a baby as you bathe, dress, or feed her/him in normal speech, not "baby talk". Give the baby good speech patterns to follow.

3. Don't always understand what a child means when he/she uses one or two words to convey a thought. Not always understanding will encourage the child to learn to use speech to get what he/she wants.

4. Let the child practice speech. Get the child to speak slowly by speaking slowly to her/him. When the child pronounces a sound or word incorrectly, don't call attention to the mistake or correct it. Rather, repeat the word correctly yourself, so the child hears it pronounced properly. Don't make the child repeat it.

5. Most children go through a period of "stuttering" which is a normal part of speech development for children. It's a great effort to control the system of muscles and nerves required for speaking. Stuttering is serious only if adult's comments make the child feel upset and afraid to try talking.

6. Remember:

   a. Use language freely, with pleasure.

   b. Give a child plenty of experiences to talk about.

   c. Really listen to the child and encourage expression in words.

   d. Avoid correcting the child and making her/him afraid to try speaking.

7. As children learn to talk, they go through periods of experimenting with words and sounds. They also experiment with the meanings of words and responses they bring when they are used.

   Around ages 4-5, children are just managing some control over physical aggression and language is another way to be aggressive. It is a step in growing.

   They may use swear words or sex words they have heard because they get a response. In anger, they may be used to disturb adults. If the adult

objects, he should tell the child. Help the child understand why he gets the response he does, even though he may not understand why people feel as they do. Most of the time it is better to change the subject. It is enough to say you don't like to hear the word, then introduce another activity. Usually, the less attention paid to bad language, the less attraction for the child. His judgement about which words to use in different circumstances improves with age and experience.

RADIOSCOPICS *

Radioscopics are teaching devices that stimulate group interest, clarify and emphasize pertinent facts, trigger group discussion, draw out reticent students, insure total group participation and add variety to learning experiences.

Although they may be just a question and answer on an index card, usually they are construction paper cut-outs symbolic of the area to be discussed. (ex. a child's toy for an area of child development, a stove for food preparation.) Each may be different and symbolic of the particular question. (ex. the area sources of food nutrients.) Small symbolic pictures from magazines may be mounted on construction paper with just the question or with the question under the picture and the answer on the reverse side.

When using this device, the teacher distributes one radioscopic to each student and explains the rules. They may be used in the following ways:

1. The radioscopics may have only the question and each student will answer the question he/she holds. Then others may challenge or add to his/her answer.

2. The radioscopic may have the answer as well as the question on it. The answer is written on the back or concealed under a fold in the device. The student reads her/his question and another student answers it. This may be carried on in teams, similar to a spelling bee. The questioner evaluates the student's answer with the answer on the radioscopic.

3. In another way of using these, the teacher reads a story containing mistakes or erroneous ideas. Corrections of these are on the radioscopics and the student holding the appropriate correction reads it immediately after the teacher reads the erroneous one.

Radioscopics may be used in the beginning of a unit as a pre-test, during the unit to spark interest when it lags, or at the end of the unit for review.

* With permission of Dr. Beverly Savidge, Rutgers University.

An object held in the hand diverts the attention of the self-conscious student from her/himself to the device. The shy student thinking through the device, makes spontaneous contributions. Domination of class discussion by the more vocal class members is eliminated.

Radioscopics may be adopted to any learning situation and any level.

Appendix 15

(Name) _____ (Class) _____ (Date) _____

UNFINISHED SENTENCES

1. Parents should never _____
2. It is important for a child to have _____
3. Never give a child _____
4. Children want to be _____
5. Parents should always _____
6. Male children are _____
7. Female children are _____
8. Children whose mothers work are _____
9. As children get older their parents should _____

_____

10. An aggressive child needs _____
11. Toys should be _____
12. Shy children need _____
13. A spoiled child is _____
14. We spoil a child by _____
15. I like children that _____
16. I dislike children that _____
17. Children learn by _____
18. Parents owe their children _____
19. Children owe their parents _____
20. My children had better _____

Name _____ Date _____ Period _____

Chapter 8 - How to Parent

1. What is the ultimate goal we are working toward in the training of children?

   _____

2. Complete this statement: "Learning is much more firmly imbedded in a child's mind if _____ rather than having it handed to him in a verbally prepackaged form by a teacher."

3. How do children learn to speak their distinctive languages? _____

   _____

4. What is a powerful influence in shaping the behavior of babies and children?

   _____

5. Don't attempt to teach a child when he is _____

   _____ or otherwise avoiding the learning situation.

6. Why do parents usually do a better job of raising a second or third child?

   _____

7. Why should you avoid punishment? _____

   _____

8. What are appropriate reinforcements for children in order for these reinforcements to work? _____

9. Briefly list the nine reinforcement principles for children.

   _____

   _____

   _____

   _____

   _____

   _____

   _____

NAME _____ PERIOD _____

Questions from filmstrips, "When Children Disobey", "When Children Do Worrisome Things"

1. Where do problems come from? What do problems sometime create? _____

_____

2. What is discipline? _____

_____

3. Upon what two factors does the kind of obedience we can reasonably expect of young children depend? _____

_____

4. What is one result of overzealous punishment? _____

_____

5. When a situation calls for punishment, what three things must parents be sure to remember with their child. _____

_____

6. Are there times when a child should not be punished when he disobeys? Explain. _____

_____

7. Name at least one guideline that will help adults deal with common behavioral problems. _____

_____

8. How can parents help a child gradually develop self discipline?

_____

9. What is the role of discipline? _____

_____

10. Should parents always be overly concerned about a child's behavior? Why?

_____

11. Why do many children create imaginary friends or enemies?

_____

_____

12. What will a child do when he feels his parents are too severe, too demanding, or too threatening? _____

_____

13. What should a parent do if a child uses swear or toilet words? Why?

_____

14. As parents become more perceptive to a child's behavior, they will be more aware of:

1. _____

2. _____

15. For any human being to grow emotionally, what is necessary?

_____

GUIDANCE SUGGESTIONS

Love is the basis of effective discipline. Within the framework of love, these practical rules are worth remembering:

* Good discipline is based upon the establishment of a routine. The child needs to know what to expect whether at home or in school.

* Insist on the important things; it helps the child feel secure. Some disciplinary situations are best managed when parents know what they should not be concerned about or what not to interfere with - "planned ignoring". This helps to prevent a continual negative interaction between the adult and the child.

* Be consistent; it helps the child to learn self-discipline.

* Let the punishment fit the crime. Let the reward fit the good deed. If punishments and rewards fit what the child has done, he/she understands them better and feels more secure.

* Let children see the results of their behavior. When children understand the consequences of what they do, they are on the way to self-discipline.

* Explain what is happening. As soon as the child is old enough to understand, give reasons for expecting certain types of behavior. Reasoning aids in the development of self-discipline.

* Use positive rather than negative suggestions or statements. For example, say, "Close the door gently." not, "Don't slam the door."

* Use encouraging rather than discouraging statements: "You can do it.", not, "Is it too hard?"

* Use specific rather than general statements: "Put on your socks; now your shoes.", not, "Put on your clothes!"

* Use pleasant courteous requests rather than scoldings: "You will need to pick up your materials now.", not, "Get those things picked up!".

* Substitute suggestions rather than negative commands: "Use that pencil from the drawer over there.", not, "Don't use that!".

* Use unhurried directions rather than hurried commands: "You can do it quickly.", not, "Hurry up!".

* Where there is really a choice, give the child a choice of activities: "Would you like to paint or read now?", not, "Read now!".

* Use manual guidance to aid verbal suggestions with the young: "Let's sit down here.", not, "Sit down!".

* Keep verbalism to a minimum; listen more than you talk Keep the voice down, and expect calm not calamity.

* Avoid issues with children. Discuss misconduct in private.

* Avoid making threats. If threats are not followed through, undesirable behavior is reinforced. If you must carry out threats, everyone is hurt.

* Give repeated fair warnings. Small children's retention spans are short.

* Never disregard the child's rights and dignity. Discipline should never be an outlet for the parent's anger, but relevant to the behavior involved.

* Remember that the most difficult, hostile child is the one who needs love and guidance the most.

* Do not make a crisis of everything. Learn to remain calm in all situations.

* Punishment is not always the answer.

* Do not make quick diagnoses or snap judgements.

* Do not show feelings of anger and frustration toward the children.

BE FIRM BUT FAIR!

Taken from: Lubbock, Texas: Texas Tech. Child Care Aide

METHODS FOR HANDLING COMMON PROBLEMS

Child is angry

Causes: Being told "no", "stop", or "don't" too often.
Prevented from doing something the child wanted to do.
Too many demands made upon child.

Do Not: Become angry yourself.
Try to reason or talk with the child during a temper tantrum.

Do: Find a safe outlet for the child's feelings, such as a vigorous activity, punching bag, finger painting, etc.

Child is jealous

Causes: Treated unfairly or unfair comparison made to another child.
New baby in family.

Do Not: Shame the child.

Do: Give warmth, love, and understanding.
Help the child to express her/his feelings.

Child demands attention

Causes: Is bored.
Feels left out, insecure, or unloved.

Do Not: Riducule or shame.
Ignore or isolate.
Scold or punish.

Do: Show interest in the child as a person.
Direct the child to activities of interest to her/him.
Give child a fair share of attention.

Child uses bad language

Causes: Trying to get attention.
Imitating others.
Letting off steam.

Do Not: Get excited or show shock or embarrassment.
Make an issue of it.

Do: Calmly tell the child to stop.
Suggest substitutes for the word.
Offer healthy outlet for the child's feelings.

Child is destructive

Causes: Feels jealous, bored, helpless.
Wants attention.
Desires excitement.

Do Not: Tell child he/she is bad or preach at her/him.
Scold, yell, or shout.
Punish, spank, or hit child.

Do: Remove things that are destructible from the child's reach.
Provide an adequate space for play and expect some wear and tear on equipment.
Provide things to pound, cut, and tear.

Child won't share

Causes: Needs experience in owning and sharing.
Too young.

Do Not: Snatch things away from the child.
Scold the child or tell her/him you don't like her/him.

Do: Help child grow into sharing
Be sure child has things that are all her/his so he/she learns what it means to own things.
Be fair in settling children's arguments over things.
Help child feel secure, love her/him.

Child hurts other children

Causes: Is troubled or angry about something.

Do Not: Punish or hurt the child.
Make child feel "bad".
Act angry.

Do: Quietly separate the children.
Divert attention and take away the hurting object, calmly and firmly.
Teach child there are some things we do not do.
Help child to feel loved.

Child does not tell the truth

Causes: Fear of punishment.
Likes to exaggerate, imitate.
Is seeking attention.

Do Not: Punish or shame, or reject.
Make the child apologize.

Do: Give child attention for what he/she does and is.
Provide child with opportunities for enriching imagination.
Help child discover the difference between fact and fancy..
You be truthful

Texas Tech., University, Child Care Aide

THE MEANING AND FUNCTIONS OF PLAY

1. Play assists children in mastering of materials.
2. Play assists children in mastering their own bodies
3. Play assists children in mastering themselves in relation to others.
4. Play assists children in gaining a fuller understanding of the world around them.
5. Play allows children to come to terms with events.
6. Play deepens children's understanding of the social world.
7. Play may encourage the habit of inquiry.

Educational Development Center. Exploring Childhood/Seeing Development "Child's Play, Teacher's guide pp. 11-14.

Appendix 21

THINK SAFE PLAY

1. Check equipment to be sure it is safe to use

2. Watch children closely when they use play equipment which may present danger. Show children how a piece of equipment can be used safely. "Walk around the swing", "Put the wood in the vise before you start to saw it.", "Build the blocks this high.".

3. Stand in a position to prevent trouble or possible accidents.

4. Check toys for sharp edges, rough surfaces, small removable parts, flaking paint or varnish, loose legs, wheels, etc.

5. Protect the children but don't overprotect them to the extent that they are unaware of danger. Gradually, children must learn to protect themselves.

6. Do not rely on discipline or warnings to prevent accidents in preschool children.

7. Try to understand the child's needs at each stage of her/his growth and development. Anticipate, if you can, what the child might be able to do next.

8. If an accident occurs, stay calm and observe the situation carefully before doing anything.

DRAWING SORT

Put all drawings together that seem to have been made by children at about the same developmental level. Next, try to put the drawings in sequence: put the drawings that show an early stage of development first, then the ones that show more development. Base your choices on your own experience as much as possible. Once the group has agreed on an order for the drawings, look them over:

In what ways are drawings at the end of the sequence different from the first ones?

Compare and discuss your arrangement with other groups of students. Make a list of changes that you think occur in children's drawings as children develop.

OBSERVING THROUGH FILM: "RACING CARS"

Enroue draws racing cars all the time, with pencils, markers, or crayons. When this film was being made, just before the shooting started, Enroue announced, "I'm going to make a racing car. Number 5." He then proceeded to try to do with paints what he had done often with pencils and crayons. As you watch, try to answer these questions:

What happens to Enroue as he paints his racing cars?
How does it happen?
What do you know about Enroue from watching him paint?
What do you think this painting offers or demands from Enroue?
How can you tell?

OBSERVING THROUGH FILM: "PAINTING TIME"

"Painting Time" is a short film of four-year-old Patrice as he paints. Patrice has already learned a great deal about what he can make paints do; he has mastered marking. Now he is teaching himself about shaping. As you watch, you will see how a child, through careful repetition and experiment, learns from his materials. For discussion after viewing:

With further development, Patrice is likely to gain: more control

more variety

the ability to symbolize

Looking back over your drawing sort, can you find evidence of these changes?

OBSERVING THROUGH FILM: "CLAY PLAY"

The film "Clay Play" will give you a chance to observe children as they work with another kind of art material, clay. Watching the film will provide an opportunity to "put together" much of what you've learned about the experience of making something and how different it is for children.

The film shows two five and a half year old girls, Lissa and Leah, at work with clay. What they do with the clay and how they do it are quite different.

Describe the difference between Leah's and Lissa's styles in a word or phrase. In what ways did they show this difference?

Think about what each girl made and the way she went about it. How did Leah's way of working with clay show "who she is"? How did Lissa"s way of working with clay show "who she is"?

How might you work with each of these girls?

Reference:

Exploring Childhood, "Children's Art", Educational Development Center

ART ACTIVITIES

Our purpose is to encourage creativity and self-expression through the use of appropriate materials and activities.

We should be aware that very young children, particularly those who have had little or no experience with the material, will be concerned mostly with exploring and experimenting with it. Because of this, it is important to begin with just the basic essentials: crayons, or one or two colors of paint with plain paper, clay, etc. Activities should be kept simple and free from distracting and confusing materials. When the children have had sufficient time to thoroughly explore and experiment and seem satisfied with what they can do with the basic materials, then more complex materials may be gradually introduced. Remember, begin with simple, basic materials for each activity, then, in time, more variety can be added.

When providing art activities for preschool children remember:

1. Children like bright colors.

2. Avoid asking the children what they are making. They are expressing themselves. The process is important, not the product.

3. Avoid making models for children to copy.

4. Avoid comparing one child's work with another and passing judgment. Children are just as pleased with a comment on the bright colors used in their picture or the enjoyment they exhibited while working.

5. Children love to "mess" and derive much relaxation and pleasure from these sensory experiences. Set up the activity in an area where they can be free to "mess". However, straighten materials after the children finish using them. A cluttered table may not look too inviting to the next child, and may cause confusion.

6. Allow the children to explore and experiment with the materials in their own way, with the least amount of adult direction.

7. Encourage creativity by providing "plain" paper for children to use. Children like large pieces of paper.

8. Large brushes are easier for pre-school children to use.

9. Choose the large hexagonal crayons for coloring. These are easier to hold and do not break easily.

MUSIC, MOVEMENT AND DRAMA

Children enjoy music and rhythmic activities. They like to express themselves through singing and body movements. They enjoy repetition in words and musical tones.

Instruments add interest to musical activities and broaden children's experiences. Creative expression can be accomplished through music with body movements, fingerplays, and vocal expressions. Music from different countries and cultures and in other languages present learning opportunities. Musical activities help children increase listening skills.

Tension may be released by some children when soothing music is played or songs are sung. Children quickly learn to recognize tunes played regularly as a reminder to change from one activity to another during the daily routine.

Creative movement is a musical activity which is useful in developing body coordination, concepts of body awareness, spatial relationships and sensitivity to rhythm and sound. Dramatic and imaginative expression is displayed as the children move.

Active song-game experiences offer children a way of developing motor coordination, language skills, and socialization. Large muscle development is a part of musical activities when children are free to hop to music, flop their arms and try out body movements.

Songs should be sung slowly and distinctly enough to pronounce words and sounds clearly.

Music, movement and drama are modes of communication as well as of expression. Some important points to remember are:

1. All music, movement and drama should be pleasurable experiences for young children. Children who are unwilling to participate should not be forced to do so, nor should they be moved from where the activities are taking place. Something will "rub off" on them and eventually they will participate.

2. In all activities involving music, movement, and drama, the development of creative self-expression is more important than the imitation of someone else's movements, motions, interpretations.

3. Music, movement and drama all assist in developing the child's sense of rhythm.

4. Music, movement and drama all assist in developing the child's senses and her/his muscular bodily coordination.

5. Encouraging creativity is important.

Singing should always be enjoyable. Some hints for teaching singing are:

1. Make sure children are comfortably seated.

2. Sing the song simply but with feeling and rhythm.

3. Do not be worried about the quality of your singing voice.

4. Balance quick with slow songs, action songs with quiet ones.

5. Do not be overly concerned with the children who cannot repeat a tune. Most of them will become better singers in time, given practice and encouragement by a patient and sensitive teacher.

6. Sing songs many times over - young children enjoy the repetition of songs that they like.

GENERAL GUIDELINES FOR PLAYSCHOOL OPERATION

1. Children need a broad framework of experiences both familiar, new, routine and different.
2. Children need opportunities for individual, small and large group work.
3. Children need opportunities for spontaneous play both indoors and outdoors.
4. Children need freedom to create, explore, and experiment.
5. Children need short periods of time for activities, balancing active with passive activities.
6. Children need an integrated, flexible program. They learn most effectively from first-hand experience.

Points to remember when planning a schedule:

1. Objectives and goals for the children.
2. Appropriate activities for the children.
3. Themes and approximate time allocations for appropriate activities.
4. Time plan.
5. Room arrangement for activities.
6. General routines.
7. Flexibility.
8. Allow for children's interest spans, motivations, and individual differences.
9. Materials and supplies needed for activities.
10. When appropriate, include children in some of the decision making concerning activities.

RESPONSIBILITIES OF THE TEACHER

Each teacher should:

1. Have objectives for each activity and work towards achieving them.
2. Work towards obtaining a deep insight and knowledge of each child.
3. Help each child to develop towards their full potential.

4. Assume responsibility for developing and maintaining a challenging, stimulating environment.

5. Anticipate the needs of children and deal with them accordingly.

6. Be able to evaluate the achievements and efforts of each child.

NEVER:

1. Discuss a child's behavior in front of the child.

2. Tease a child.

3. Ridicule or humiliate a child.

4. Frighten or deceive a child.

5. Show a preference for one child over another.

6. Threaten or bribe a child.

ALWAYS:

1. Allow children opportunities for free-choice activities.

2. Encourage the child to participate with the group.

3. Provide opportunities for children to use self-expression.

4. Use the child's name when you talk to her/him.

5. Support the child in a quiet, confident tone of voice during times when he/she appears to have anxieties.

6. Be alert to the total situation.

7. Avoid sex stereotyping in any form.

8. Encourage independence in all activities.

9. Keep in mind that children want what we want - love, approval, recognition, affection, and success and try to see that each child gets his share.

TEACHING INSTRUCTIONS FOR THE PLAY SCHOOL

1. Try to state suggestions or directions in a positive manner. It is better to say, "Let's sit on a chair" instead of "Don't sit on the table".

2. Your voice is a teaching tool. Use a manner and tone of voice which reflects confidence in your ability to guide the situation, but which helps the child to feel reassured rather than threatened. Speak directly to the child, smile.

3. Give the child a choice only when you intend to leave the choice up to her/him. "It's time to go to the toilet", instead of "Would you like to go to the toilet?"

4. Never depend on changing behavior by words which may make the child feel less respect for her/himself, such as blaming or shaming her/him or labeling him "bad". A child may be helped to feel responsible without suffering an excess of guilt.

5. Avoid motivating a child by making comparisons between one child and another, or encouraging competitive feelings.

6. Redirect the child from undesirable behavior in a way that is related to her/his motives or interests whenever possible. Be gentle but firm.

7. Much so-called misbehavior is due to limited experience and judgement. Help children understand <u>why</u> you are asking something of them by explaining the reason.

8. Avoid making models in any creative medium for the children to copy. Art for the child should be self-expression. Display an interest in the children's work, but do not ask what they have made. We are interested in the process not the product. If a child wants to talk about her/his creative work ask her/him to tell about it. When a child has finished a painting, etc., write his/her name on it, but do not encourage her/him to make things just to have something to take home.

9. Give the child a minimum of help in order that he/she may have the maximum chance to grow independently.

10. Make your suggestions effective by reinforcing them when necessary.

11. Forestalling is the most effective way to handle problems. Learn to anticipate and prevent rather than "mop-up" after a difficulty.

12. Be alert to all possible health and safety hazards affecting children. Be alert to the total situation. If in doubt, stop questionable behavior and check with the regular teacher later.

13. Teachers need to distribute themselves throughout the playroom and yard rather than grouping together. Your attention needs to be on the children, observing them and being ready to step in when guidance is needed.

14. Observe professional ethics. In order for us to understand the children, it is necessary to discuss them frankly. It is important that our discussions go no further than the class. An ethical teacher will not refer to the child by name out of the play school.

15. Never discuss the children in front of them. Save questions for class or a conference. Refer problems to the group teacher discreetly, but try to handle as much as possible yourself.

16. Be sure you are comfortable dressed and ready for an active day.

17. Encourage children to wipe up spills as they happen. Be sure that smocks are worn for all "messy" activities such as finger painting, water play, easel painting. Do not make an issue about the smocks; quietly remind them and help them put the smock on.

18. Give warnings before clean-up time so children will know they have to finish up whatever they are doing. Adults can put away things that are not in use before clean-up time. Adults help during clean-up, but the children should be encouraged to clean up themselves. They should also put away toys, equipment, etc., as they finish with it.

19. Adults should offer a minimum of interference in the play school. We are here to guide and supervise. However, in situations involving health and safety (i.e., block throwing) or destruction of property or the work of other children, do not hesitate to step in firmly and say NO!

20. Be sure that children use the toilet before washing their hands. When they are using the bathroom do not rush them; give them a reasonable amount of time.

21. Children are great imitators. Your handling of materials and equipment will teach them far more than what you say, so treat the materials with respect.

22. It is very easy for children to become self-conscious, so please do not laugh at them or display emotions at their activities. At all times, avoid anything that will detract from the children's concentration and interest in play. Play is children's work.

23. Some limits are essential to give a child the feeling of security and confidence. Consistency is vital.

SUGGESTED ACTIVITIES

Daily activities should provide opportunities for young children to:

1. Learn about themselves and others.
2. Develop social relationships.
3. Learn about the outer world.
4. Learn to deal with reality.
5. Have creative and aesthetic experiences.
6. Develop skills in both large and small muscle activities.
7. Take responsibility for their bodily needs.

ACTIVITIES

Cognitive - Any cognitive experiences should have concept formation as its primary objective.

1. Science-Nature
2. Mathematics
3. Language Arts
4. Social Studies
5. Sensory-Discrimination

Art

1. Creative
2. Crafts

Freeplay

1. Dramatic Play
2. Sand and/or water play
3. Blocks
4. Housekeeping Unit
5. Table activities: puzzles, games, play-dough, etc.

Freeplay (con't)

6. Easel painting
7. Woodworking-carpentry

Music

1. Songs
2. Rhythm
3. Fingerplays
4. Instruments
5. Creative movement
6. Dance

Games

1. Listening
2. Large and small muscle activities
3. Indoor and outdoor games

Snacks

1. Cooking
2. Nutrition

Storytelling

1. Books
2. Flannelboard
3. Films, filmstrips
4. Puppetry

Special projects and events

1. Field trips
2. Visitors
3. Holidays
4. Birthdays
5. Pet Day

Appendix 27

CHARACTERISTICS

Age	Physical	Intellectual	Emotional	Social
Birth to 2 months				
2 months				
4 months				
7 months				
10 months				
12 months				
15 months				
18 months				
24 months				

SITUATIONS-TEENAGE PROBLEMS

1. Teenager is rude, sarcastic, and uses profanity when speaking to parent.
2. Teenager continually keeps late hours.
3. Teenager is found drunk.
4. Parent finds marijuana in teenager's room.
5. Parent disapproves of date.
6. Parent disapproves of choice of friends.
7. Parent discovers teenager cut school.
8. Teenager smokes cigarettes.
9. Teenager wants more spending money.
10. Parent is dissatisfied with teen's school work.
11. Teen is involved with vandalism.
12. Teen is involved with stealing.
13. Teen is found lying to parents.

MORAL DEVELOPMENT

Interview Questions

1. What would you do if you saw a person stealing from a grocery store?

2. What would you do if you found a wallet with $1,500 in it and the owners name, address, and telephone number?

3. What would you do if you found a twenty dollar bill on the sidewalk?

4. What would you do if you saw a classmate cheating on a test?

5. What would you do if a person was lying about the behavior of another person who was absent, but this lie meant that the absent person would not be selected for an honor?

6. What would you do if you saw two larger children beating up a smaller child?

7. What would you do if a clerk made a mistake in your favor; gave you too much change, charged you the wrong price, etc. and you were aware of it at the time of the transaction?

(Name) _____ (Date) _____ (Period) _____

Questions from Chapter 10 - Violence

1. How does Dr. Dodson define violence? _____

2. Are violent actions and feelings the same? _____

3. Can we control our feelings? _____

4. Why do we want to teach the positive values of love, cooperation, sincere interest in the welfare of other people and compassion for suffering?

5. People learn violence. Explain. _____

6. Explain: Children and adults need fantasy outlets. _____

Health Services Form #11

SCHOOLS OF EDISON TOWNSHIP
Communicable Diseases - Periods of Exclusion

COMMUNICABLE DISEASE	PERIOD OF INCUBATION	PERIOD OF ISOLATION AND EXCLUSION FROM SCHOOL	CONTROL OF HOME CONTACTS		READMITTANCE TO SCHOOL AFTER EXCLUSION PERIOD
			THOSE WHO HAVE HAD THE DISEASE	THOSE WHO HAVE NOT HAD THE DISEASE	
CHICKEN POX	14-21 days	Excluded until the 7-day period of isolation is ended, and crusts have formed.	Not excluded	Not excluded	Preferably by doctor's certificate
MEASLES, GERMAN (Rubella)	14-21 days	Excluded until the 5-day period of isolation is ended.	Not excluded	Not excluded	Preferably by doctor's certificate
MEASLES, REGULAR (Rubeola)	9-14 days	Excluded until the 8-day period of isolation is ended.	Not excluded	Immunized contacts not excluded. Unimmunized contacts not excluded but observed at school for 7 days after exposure. Then EXCLUDED for 7 days.	By doctor's certificate
MUMPS	14-26 days	Excluded until the 7-day period of isolation is ended and swelling has subsided.	Not excluded	Not excluded	Preferably by doctor's certificate
SCARLET FEVER SCARLETINA STREP THROAT	2- 5 days	If untreated, excluded 7 days. If treated, exclusion may be terminated after 48 hours treatment with penicillin or other effective antibiotics, provided therapy continues for 10 days.	Not excluded if throat culture is negative, or under physician's supervision and receiving prophylactic therapy. Otherwise excluded 7 days.		By doctor's certificate
HEPATITIS, INFECTIOUS	10-50 days	Excluded until 7-day period of isolation is ended.	Supervision by family physician		By doctor's certificate
WHOOPING COUGH	7-21 days	Excluded until 21 days from onset of disease and as long thereafter as characteristic cough continues.	Not excluded	Non-immunized children are excluded for 14 days following exposure.	By doctor's certificate
DIPHTHERIA	2- 6 days	Excluded until the patient has been off antibiotics for a week and at least two consecutive cultures obtained at intervals of 24 hours or more are found to be free of virulent C.diphtheriae.	Quarantine of contacts: Intimate child contacts are excluded until 2 successive negative nose and throat cultures result and 7 days have elapsed since last exposure.		By doctor's certificate

COMMUNICABLE DISEASE	PERIOD OF 'INCUBATION'	PERIOD OF ISOLATION AND EXCLUSION FROM SCHOOL	CONTROL OF HOME CONTACTS THOSE WHO HAVE HAD THE DISEASE	THOSE WHO HAVE NOT HAD THE DISEASE	READMITTANCE TO SCHOOL AND EXCLUSION PERIOD
MENINGITIS, MENINGOCOCCAL	2-10 days	Excluded 7 days and as long thereafter as symptoms exist.	Supervision by family physician		By doctor's certificate
POLIOMYELITIS	7-14 days	Excluded 7 days and as long thereafter as fever exists	Not excluded	Not excluded	By doctor's certificate
RINGWORM	10-14 days	Excluded until under treatment by physician. Lesion must be covered in school.	Not excluded	Not excluded	By doctor's certificate
IMPETIGO	4-10 days	Excluded until under treatment by physician. Lesion must be covered in school.	Not excluded	Not excluded	By doctor's certificate
CONJUNCTIVITIS	1- 3 days	Excluded until eyes are clear and free of discharge.	Not excluded	Not excluded	By doctor's certificate
PEDICULOSIS (Lice)	1- 4 days	Excluded until free of all nits and pediculi	Not excluded	Not excluded	Upon inspection by school nurse

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NOTES AND REMARKS

1. Revised minimum exclusion periods are established to reduce unnecessary loss of time from school and provide a reasonable period of security against the spread of communicable diseases throughout the school population.
2. Cooperation from parents is requested to assist in an effective operation of this exclusion plan. DO NOT SEND YOUR CHILD TO SCHOOL IF: a. there is an unexplained rash on the child's face or body - consult or contact a physician for diagnosis.
   b. child complains of headache, fever, upset stomach, or generally doesn't appear well.
   c. child is sneezing and coughing frequently or has a running nose.
3. Many of the beginning sysptoms of communicable diseases are similar, in the early stages, to those of the "common cold".
4. Safeguarding the health of the school population is a JOINT RESPONSIBILITY between the home and the school. INSPECT the bodies of your children regularly - especially if it is known that there are some cases of communicable diseases in the area in which your child might be exposed.
5. The school would appreciate notification that a child is absent from school because of a communicable disease. In some instances (see chart above) a doctor's certificate is required before the child will be readmitted to school following the expiration of the exclusion period; a dontor's certificate is desirable in all cases.
6. The school can better safeguard the school population by being informed of communicable illnesses. The school nurse is ready at all times to assist in maintaining good health among the children of this school district.
7. Smallpox, typhoid fever, and salmonellosis isolation conform to New Jersey State Sanitary Code.

EDISON TOWNSHIP BOARD OF EDUCATION
EDISON DIVISION OF HEALTH
MIDDLESEX COUNTY

PSET-6

VA-L4
Oct. 78

New Jersey State
Department of Health
John Fitch Plaza, P.O. Box 1540
Trenton, New Jersey 08625

CHAPTER 14
NEW JERSEY STATE SANITARY CODE
IMMUNIZATION OF PUPILS IN SCHOOLS

1. These regulations shall apply to all pupils attending any public or private school in New Jersey, including child care centers, nursery schools and kindergartens, except that the regulations shall not apply to pupils under one year of age.

2. No principal or other person in charge of a school shall knowingly admit or retain any pupil who has not submitted acceptable evidence of immunization according to the schedule specified below, except when there are exemptions as noted in this Chapter.

3. A pupil shall not be required to have any immunizations which are medically contraindicated. A written statement from any physician licensed to practice medicine or osteopathy in any jurisdiction in the United States that an immunization is medically contraindicated for a specified period of time, and the reasons for the medical contraindication, will exempt a pupil from the specific immunization requirements of this Chapter for the period of time specified in the physician's statement. The physician's statement shall be maintained by the school as part of the immunization record of the pupil.

4. A pupil shall be exempted from mandatory immunization if the parent or guardian of the pupil objects thereto in a written statement signed by the parent or guardian upon the ground that the proposed immunization interferes with the free exercise of the pupil's religious rights. This statement will be kept by the school as part of the pupil's immunization record. This exemption may be suspended by the State Commissioner of Health during the existence of an emergency as determined by the State Commissioner of Health.

5. A pupil may be admitted to school on a provisional basis if a physician or health department indicates that immunization of the pupil has already been initiated and that the pupil is in the process of complying with all immunization requirements. Such provisional admission shall be for a reasonable length of time that is consistent with the immunization schedule set forth in sections 10, 11, 12 and 13, but shall not exceed one year for completion of all immunization requirements.

6. The following documents will be accepted as evidence of a pupil's immunization history provided that the individual immunizations and the date when each immunization was administered is listed.
   a) An official school record from any school indicating compliance with the immunization requirements of this Chapter.
   b) A record from any public health department indicating compliance with the immunization requirements of this Chapter.
   c) A certificate signed by a physician licensed to practice medicine or osteopathy in any jurisdiction in the United States indicating compliance with the immunization requirements of this Chapter.
   d) For pupils seven years of age or over, a written statement from a parent or guardian of a pupil indicating compliance with the immunization requirements of this Chapter will be acceptable only for the academic year 1975-1976. These statements, when entered into official school immunization records, shall be considered as adequate evidence of immunization throughout the remaining years of school attendance of such pupil.

7. Every school shall maintain a record of immunization for every pupil which shall include the date of each individual immunization. A standard record of immunization shall hereafter be maintained by every school on forms supplied by the State Department of Health for all new school entrants under seven years of age and for pupils of all ages transferring from out of state schools. If a pupil transfers to another school, this record, or a copy thereof, shall be sent to the new school by the original school.

8. A report of the immunization status of the pupils in every school shall be sent each year to the State Department of Health by the principal or other person in charge of a school. The form for the report shall be provided by the State Department of Health. This report shall include all students and shall be submitted by December 1 of the respective academic year. A copy of this report shall be sent to the local board of health in whose jurisdiction the school is located.

   NOTE: Amended effective July 24, 1978

9. The principal or other person in charge of a school shall make immunization records available for inspection by authorized representatives of the State Department of Health or the local board of health in whose jurisdiction the school is located.

10. Every pupil shall have received four doses of diphtheria and tetanus toxoids and pertussis vaccine (DTP), and the last dose shall be administered not less than six months after the previous dose, except that pupils after the sixth birthday who have not completed these requirements shall have received tetanus and diphtheria toxoids, adult type (Td) instead of DTP. For pupils after the sixth birthday who have not

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completed these requirements, any combination of three doses of either DTP or Td, provided that the last dose was administered not less than six months after the preceding dose, shall be acceptable as adequate immunization with this vaccine series. Pupils who have not received any vaccines containing tetanus toxoid in ten years shall receive a booster dose of tetanus and diphtheria toxoids, adult type (Td).

11. Every pupil shall have received at least three doses of poliomyelitis vaccine, live, oral, trivalent and the last dose must have been administered not less than six months after the previous dose. If a pupil has received poliomyelitis vaccine, live, oral, type 1; poliomyelitis vaccine, live, oral, type 2; and poliomyelitis vaccine, live, oral type 3; this will be accepted in lieu of the first two doses of poliomyelitis vaccine, live, oral, trivalent. If a pupil has received four doses of inactivated poliomyelitis vaccine, this will be accepted in lieu of oral poliomyelitis vaccine, provided that the last dose must be administered not less than six months after the previous dose, and that all of the inactivated poliomyelitis vaccine was received in 1968 or thereafter.

NOTE: Amended effective July 24, 1978

12. Every pupil shall have received one dose of measles virus vaccine, live, attenuated, or any vaccine combination containing measles virus vaccine, live, attenuated, administered after one year of age. Pupils receiving measles vaccine prior to one year of age shall be revaccinated. Pupils with a history of having had the disease measles (rubeola) shall not be required to receive measles vaccine.

13. Every pupil shall have received one dose of rubella virus vaccine, live, or any vaccine combination containing rubella virus vaccine, live. Rubella virus vaccine, live, shall not be required in pupils after the twelfth birthday.

14. A board of education and/or a local board of health may provide, at public expense, the necessary equipment, materials and services for immunizing pupils with the following immunizing agents, either singly or in combination:

a) Diphtheria toxoid
b) Pertussis vaccine
c) Tetanus toxoid
d) Measles virus vaccine, live, attenuated
e) Rubella virus vaccine, live
f) Poliomyelitis vaccine
g) Mumps virus vaccine, live
h) Other immunizing agents when specifically authorized to do so by the State Department of Health.

NOTE: Amended effective July 24, 1978

15. There regulations shall become effective on September 1, 1975.

16. Every pupil, six years of age or younger, shall have received mumps virus vaccine, live, or any vaccine combination containing mumps vaccine, live. Pupils with a history of having had the disease mumps shall not be required to receive mumps vaccine. This section shall become effective on September 1, 1979.

NOTE: Effective September 1, 1979

P2160

NEW JERSEY STATE
DEPARTMENT OF HEALTH
P.O. BOX 1540
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REGISTRATION HEALTH HISTORY

Student's Name: _____ Date of Birth _____

School _____

IMMUNIZATION RECORD

VACCINE TYPE	DISEASE Mo/Yr	PRIMARY SERIES 1st Dose Mo/Day/Yr	PRIMARY SERIES 2nd Dose Mo/Day/Yr	PRIMARY SERIES 3rd Dose Mo/Day/Yr	BOOSTERS Mo/Day/Yr	BOOSTERS Mo/Day/Yr	BOOSTERS Mo/Day/Yr
Diphtheria & Tetanus (DPT and/or Td)							
Polio - indicate Oral or Salk in corner box. Oral - if monovalent indicate type 1, 2, 3 in corner box, Salk - acceptable if given after 12/31/67							
Measles							
Rubella							
Mumps							

Contra-indications (Kind) Reactions to Immun. (Type)

CHILDHOOD ILLNESSES, INJURIES, OPERATIONS, ORTHOPEDIC CONDITIONS: Please give age of child when illness, injury, etc., occurred; explain if necessary.

Measles: _____
Rubella: _____
Mumps: _____
Chicken Pox: _____
Asthma: _____
Pneumonia: _____
Diabetes: _____
Heart Disease: _____

Otitis Media: _____
Strep Infection: _____
Rheumatic Fever: _____
Mononucleosis: _____
Allergies and/or Sensitivities: _____
_____

Any known visual problem: _____

Any known speech problem: _____

Any known hearing problem: _____

Gastrointestinal problem(s): _____

Orthopedic conditions: _____

Convulsions: _____

Neuromuscular disorders: _____

Other, e.g., operations, injuries - please list: _____
_____
_____
_____

Has the child ever had prolonged use of a medication, or is any medication or therapy being given at this time? If so, please explain: _____
_____
_____

(Continue on other side.)

Additional information pertinent to child's health:

Signature of parent

Date

PUBLIC SCHOOLS OF EDISON TOWNSHIP
Edison, New Jersey

MEDICAL REPORT

TO BE COMPLETED BY THE FAMILY PHYSICIAN AND RETURNED TO THE SCHOOL NURSE

_____ _____ _____
(Student's Name) Grade School

IMMUNIZATIONS NOT PREVIOUSLY REPORTED: LABORATORY TESTS DONE:

_____ _____

_____ _____

RECORD OF PHYSICAL EXAMINATION:

Height: _____ Weight: _____ Blood Pressure: _____ Pulse: _____

Ocular Pathology: _____

Aural Pathology: _____

Skin and Scalp: _____ Abdomen: _____

Nose and Throat: _____ Hernia: _____

Lungs: _____ Genitals: _____

Heart: (Any irregularity? If yes, please explain.) _____

_____

Orthopedic defects, e.g., Scoliosis: Yes ____ No ____ Any treatment necessary?

_____

Are any required medications being taken by the student? Yes ____ No ____

If yes, pleas specify: _____

General condition of the student: _____

_____

Are there any health findings which might have an effect on the educational management of the student? If yes, please explain: _____

_____

In your opinion, is the pupil capable of carrying a full program in physical education and sports? Yes ___ No ____ If no, please explain: _____

_____

(Signature of physician) _____ (Date) _____
(Signature of physician) (Date)

This form is completed for any student requiring the services of a child study team.

PUBLIC SCHOOLS OF EDISON TOWNSHIP
Edison, New Jersey

REFERRAL HEALTH HISTORY
(To be completed by the parent and nurse for Special Services)

Student's Name: _____ Date of Birth: _____

School: _____ Grade: _____

MOTHER'S HISTORY DURING PREGNANCY: Were there any complications during pregnancy, such as anemia, bleeding, toxemia, high blood pressure, other?

_____

_____

_____

What medications (both prescribed and patented) were taken during pregnancy?

_____

_____

Were there any complications at delivery or immediately after birth, such as prematurity, breech, cesarean, other?

_____

_____

_____

DEVELOPMENTAL MILESTONES: (Please indicate the age of the child when the activity was accomplished.)

Motor	Adaptive	Social
Sitting ____ months.	Fed self ____ months.	Smiled at others ____ months.
Standing ____ months.	Climbed ____ months.	Played with others ____ months.
Walking ____ months.	Toilet-trained ____ months.	Talked with others ____ months.

Language

Spoke in words _____ months.
Spoke in sentences ____ months.

(continue on other side.)

Summary of health history during school years, including information from health card, results of screening programs, sports health history, etc.

Signature of school nurse

Date

CHILDHOOD ACCIDENTS

Causes of Accidents

There are four major causes of accidents:

1. Carelessness
2. Unorganized activities
3. Ignorance
4. Homes, buildings, and automobiles in poor repair

More children die from accidents each year than from any other cause. Accidents also leave more children crippled than do diseases. And yet, the majority of these accidents could have been prevented. Listed below are steps to take to protect the children with whom you work:

What shall I do?

Automobiles:

Do not expect a child under three to stay out of the street. Fence in the child's play yard or stay with her/him every minute.

Always demonstrate the safe way to cross a street.

Teach a child safe practices for riding in a car. Never let a child stand in a moving car or put her/his head or arms out of the window.

Obey traffic laws; drive safely. Never drive over cartons or leaves where children hide. Back up cautiously.

Burns and Fire

Keep matches and cigarette lighters away from children.

Watch for electrical cords and equipment which show wear.

Keep a fire extinguisher handy. Have it checked annually.

Poisons

Keep medicines on a high shelf or in a locked cupboard. Put them away immediately after use. All medications, vitamins, and special diets must be prescribed by a licensed physician and signed, dated and specified for a particular child.

Teach children never to taste unidentified things that they find: berries, roots, fruits, or mushrooms; pills or tablets; liquids left in bottles.

Never store cleaning materials, paint thinner, boric acid solutions, or other poisons in food or beverage containers or in a place accessible to the children.

Furniture, toys and inside walls should be painted with paints containing no more than 1% lead.

Water

Be aware that a child will seek out interesting water sources in the neighborhood------the swimming pool, storm sewer, excavation sites wading pool, etc. Know where children are at all times.

Do not leave a child under two alone in the bathroom, even for an instant. Empty wading pools after the day's use. Even two or three inches of water in the bottom is dangerous.

Keep an eye on the child every minute when near water.

Supervise for Safety

Check equipment to be sure it is safe to use. Be sure that the ladder to the slide is firmly fixed or that boards children may be climbing on are not likely to slip. If you see a loose nail, remove it or pound it in.

Watch children closely when they are using play equipment which may present danger. Give special attention to the safe use of a swing or a teeter-totter. Show children how a piece of equipment should safely be used. "Walk around the swing", or "Get off the teeter-totter slowly", or "Put the wood in the vise before you start to saw."

Stand in a position to prevent trouble or possible accidents. Stand close to a group of children who are using the teeter-totter or climbing. If you are helping one child, stand facing the other children so that you can also keep your eye on them.

When an accident occurs, notify the teacher or nurse. In situations where the child should not be moved, send another child for the teacher.

GOLDEN RULES FOR ACCIDENT PREVENTION

* Try to be aware of potential danger. As you work with children, be conscious of the little things around you that could lead to trouble. Imagine what you might do if you were a child.

* Try to slow down and take extra precautions when you are under pressure and things begin to go wrong. Everyday troubles set the stage for accidents. Many occur when people are worried or ill.

* Protect the child; but do not overprotect her/him to the extend that she/he is unaware of dangers. Gradually, children must learn to protect themselves.

* Do not rely on discipline or warnings to prevent accidents in pre-school children. A child's memory is short. He/she cannot remember an explanation of a danger or realize it's meaning. Many accidents occur because parents think they have "taught" very young children about dangers.

* Try to understand the child's needs at each stage of her/his growth and development. Anticipate, if you can, what the child might be able to do next.

* If an accident does occur, do not underestimate the injury. A study of accidents showed that less than 50% of the parents were not "very concerned" about the injury at the time it was discovered, regardless of its severity.

* Observe the situation carefully before doing anything. To grab a child with fractures, hemmorrhage or internal injuries and rush to the hospital may compound her/his injuries.

QUESTIONS

1. Sally fell while playing on the slide and had a large gash on her forehead. You know that stitches may be needed to close the wound and these must be obtained within half an hour, if the child is to have a reasonable chance of avoiding a scar. What should you do?

2. Mary was running on the wet sidewalk when she slipped and fell. After checking to see that she was not seriously hurt, the teacher told the children who were around her to go play. The teacher then scolded Mary. What would you have done?

3. What type of behavior is most important, on the part of an adult, when an accident occurs?

4. Today your duty is to watch the children during their outside play period. You see that Mary is swinging, Jon is digging in the sand with a stick, and Kevin is playing with a ball. Which child is using equipment that is considered a safety hazard? What would you do in this situation?

ARE THERE YOUNG "EXPLORERS" IN YOUR HOME?

Safety Precautions Help Prevent Accidents

Homes contain many products and equipment that are a necessary and an everyday part of living. A young child does not recognize the difference between one liquid and another, or a glass versus a metal cup. So, it becomes the responsibility of an adult to make a home as safe as possible, and still encourage a youngster's curiosity.

Generally, the room with the most tempting array of potential dangers is the kitchen. It is a fascinating area for discovery, especially for ages up to six years. Cabinets under the sink, shelves and drawers within easy reach, closets with all kinds of bottles, boxes and jars invite a child to sample or play with the contents.

It is easy to say "Keep household chemicals and medicines locked up; store sharp objects out of the reach of children." Putting this advice into practice takes thoughtful planning. To lock up everything is impossible, but it makes sense to reorganize available space and set up "off limits" areas for non-food items.

There are two techniques involved. Arrange the kitchen with safety in mind and develop safety habits for preparing, serving and cleaning up. The Soap and Detergent Association recommends the following precautionary measures.

Arrange drawers and cabinets for safe storage. Sharp or pointed objects, glass or other breakables, household cleaners and other non-food items, such as matches, lighters, toothpicks, should be stored in cabinets and drawers above a child's reach. Articles having small removable parts, plastic film and bags, storage cartons with serrated edges should be stored the same way. Place such edibles as nuts, popcorn, small hard candies in tightly closed containers, preferably in upper wall cabinets. Young children may not chew such foods properly; choking would result. Step stools or boxes present an opportunity for a child to climb to areas above his/her reach; be sure to keep these stored away.

Carefully read directions, special instructions and warnings on packages and containers of household cleaning products. Federal law requires that product labels must list all hazardous substances. In some instances, words such as "Danger", "Warning", "Caution", or "Poison" will be on the label. The antidote is always printed on a package which holds a poisonous substance.

Never transfer a product from its original container. Not only will the label be lost, but the substitute container may be mistakenly identified. Potentially hazardous or poisonous products should not be stored with food or in cups or bowls that children associate with eating and drinking.

Keep substances that can be harmful if swallowed, inhaled, or spilled on skin or in eyes in above-the-counter cabinets. Included are cleaning products such as bleach, ammonia, washing soda and detergents. Others are drain, toilet bowl and oven cleaners, cleaning fluids, insecticides, plant sprays, mothballs, polishes, liquid fuel, and some cosmetics.

Store medications, including aspirin and vitamins well out of reach. Be sure containers have safety tops whenever possible. Never give a child the idea that medicines or vitamins are "candy", Call them medicines.

Put medicine and household chemicals away immediately after use. Never leave containers opened and unattended, if you are interrupted to answer the door or phone. Take either the product or the child along. Use equal care in discarding empty or near empty containers. Place in a tightly covered receptacle.

Be aware and practice good working habits. Turn pot handles toward the center of the range. Do not leave the oven door open. Check before opening any door. A child may be nearby and little fingers can get caught on the hinged side of a door. Keep small appliances away from counter edge and disconnect after use. Try to keep youngsters away from appliances that are in operation.

Keep cords well out of a child's reach. Tugging could pull an appliance over onto the child. Chewing the cord will damage it and shock may occur if the cord is plugged in.

Cover electrical outlets not in use with plastic caps available in hardware stores.

When cooking and serving meals, it is best to have a toddler safely in a playpen, walker or high chair. The most important consideration is to keep a child away from the range, refrigerator, or sink. This prevents grease from spattering and you from tripping or spilling something on him/her. Place hot food or liquid away from the edge of a table or counter. Placemats are an alternative for tablecloths. A cloth can be pulled to bring food and breakables tumbling down.

A clean kitchen is a safer kitchen for everyone. A frequently washed floor is less likely to have slippery spots from grease and spills. Clean and dry countertops prevent dishes from slipping off and breaking. Dishes and cooking utensils washed promptly, tightly wrapped and stored food and clean appliances, countertops and cabinets discourage insects. This way, pest killers need not be used where a child can get the residue on their hands and into the mouth.

It is a good idea to reserve a low drawer, shelf or cabinet in which to keep safe items, such as plastic cups and bowls, and a wooden spoon. Eventually, a youngster is eager to "help" and old enough to manage simple tasks under supervision. Take time to instruct a child in safety as he/she moves along from folding napkins, setting the table, and washing plastic bowls to finally using kitchen tools and breakables.

Many of these suggestions are applicable to any room of a home. And, there are others. A child should not be left unattended in a bathroom, bathtub, or swimming pool. A garage or tool shed is another area where chemicals, sharp tools and mechanical devices are stored. Consider rearranging these areas. Some house or garden plants and shrubs are known to be harmful. For instance, Iris and Poinsetta plants can cause dermatitis and skin rashes. Others such as Holly, Hyacinth, Ivy (English), Mistletoe, and Philodendron can be harmful when eaten. Check with a physician or Poison Control Center about the varieties you own.

As long as there are tots about and shelves, drawers or cabinets to explore, an adult is responsible. There is no better time than the present to reorganize storage and work conditions for a safer home environment.

(Name) _____ (Date) _____ (Period) _____

WORKSHEET

ACCIDENT PREVENTION

A. In the home, the _____ is the room with the most potential dangers.

B. List and explain eleven precautionary measures to make a kitchen "child proof".

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

C. Name three precautionary measures for other areas of the home.

1. _____
2. _____
3. _____

_____ _____
(Name) (Period)

CHILDHOOD MEMORIES OF _____

Answer the following questions:

1. Describe the communication between parent and child in this family.

_____

_____

_____

2. How is affection expressed in this family? _____

_____

_____

_____

3. What constitutes disobedience? How is discipline handled? _____

_____

_____

_____

4. What do family members want the child to learn? What skills and lessons does the child learn? From whom?

_____

_____

_____

5. Do young boys and girls have the same experiences in this family? What is each sex exposed to? What is each sex protected from?

_____

_____

_____

6. What effect does family and cultural history have on the child?

7. What kinds of pretending does the child do? Whom does the child imitate?

8. In what ways do adults and children share experiences? What aspects of their lives are kept separate?

9. What stresses, pressures or expectations are there on the adults that might affect their behavior? Consider environment, culture (including history, traditions, religious beliefs, role expectations), family needs, and personal problems.

10. Describe your personal reaction to this childrearing experience.

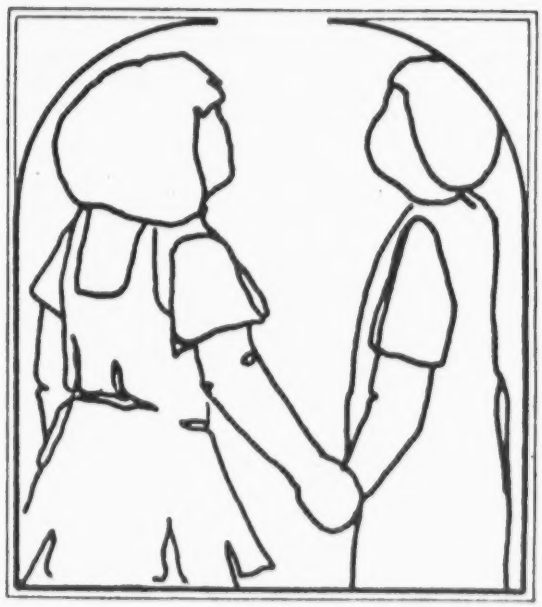
Declaration of the Rights of the Child

This year—1979—has been declared the International Year of the Child.

NEA and its affiliates are expressing their cooperation with the year's theme in many ways—through specific programs, publications, commemorations, and observations.

American Education Week, set for November 11-17, will have as its theme "Teach All the Children" and will be centered on the concepts of the International Year of the Child. NEA's journal, *Today's Education*, has published a special feature on the Year of the Child (February/March issue).

At a recent meeting of the NEA Board of Directors, members expressed their desire to have the Declaration of the Rights of the Child printed in the *NEA Reporter* so it would be available to every member. The declaration was adopted unanimously by the General Assembly of the United Nations in 1959. The text of the declaration appears here.



Preamble

Whereas the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights, and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Whereas the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

Whereas mankind owes to the child the best it has to give,

Now therefore,

The General Assembly

Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

Principle 1

The child shall enjoy all the rights set forth in this Declaration. All children, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose the best interests of the child shall be the paramount consideration.

Principle 3

The child shall be entitled from his birth to a name and a nationality.

Principle 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5
The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6
The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and in any case in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

Principle 7
The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture, and enable him on a basis of equal opportunity to develop his abilities, his individual judgement, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

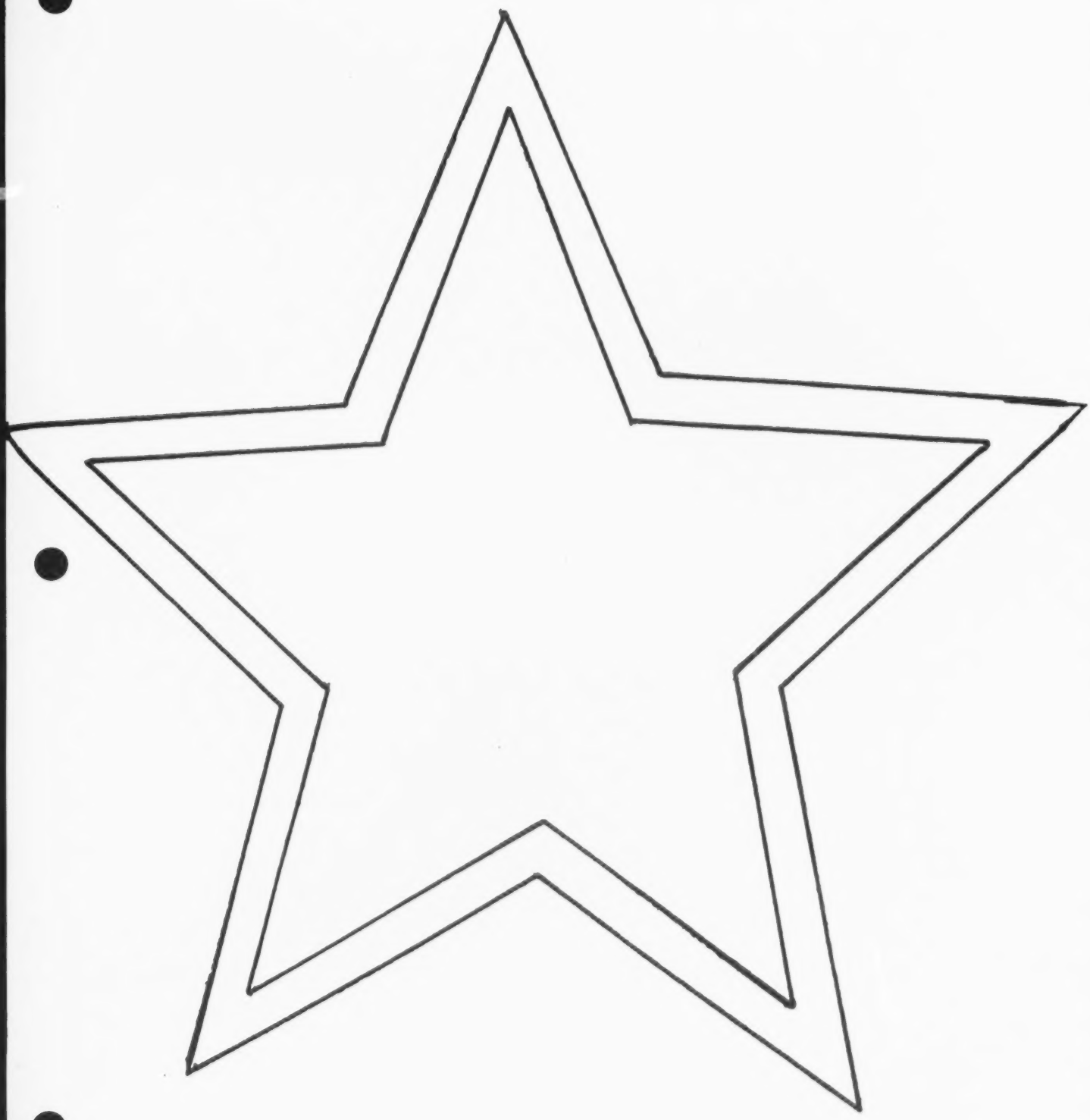
Principle 8
The child shall in all circumstances be among the first to receive protection and relief.

Principle 9
The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interefere with his physical, mental or moral development.

Principle 10
The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

Appendix 38



"A sceuob laeruiup wipdt de statab sq tollomS — I tiub I aw wore affectine mdeu I cau lsiteu accedqtiupyl ot wyself, cau de wyself. I teel that one the yas I dane laerueb ot decowe wore abepnate ui listeuiup ot wysleft; os that I kuom, sowemdat wore abepnatelyl thau I sneb ot, mdat I aw fleeiup ta auy piney woweut ot de a del ot raelise I aw aupry, ro that I teel very tall to marwti aub affectiou tro this iubinibnal; ro that I aw droeb aub nuiuteresteb ui ..... tnuctoiu."

"A second learning might be stated
"A sceuob lqeruiuƍ wipdt de statеb
as follows - I find I am more
es follows — I fiub I aw wore
effective When I can Listen
'effectiue mden I cau lsiteu
acceptingly To myself can be
acceptiuglyl ot wyself, cau de
myself. I feel That over The years
wyself. I feel tdat oder tde yeai
I have Learned To become more
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adequate in Listening To myself So
abeƍnate ui listeuiuƍ ot wysef; os
That I Know somewhat more
tdat I kuom, sowemdat wore
adequately Than I used To what
abeƍnatelyl tdau I sneb ot, mdat
I am feeling at any given moment
I aw fleeiuƍ ta auy ƍiqeu wowеut-
To be able To realize I am angry
ot de adel ot raelise I aw auƍry,
or That I feel very full of warmth
ro tdat I feel qery fall to marwtr
and affection for This individual or
aub affectiou fro tdis iubiqibnal; ro
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function
..... fnuctoiu."

Home Ecomonics
Instructional Materials Center
Lubbock, Texas

UNIT XII-2

THE EXCEPTIONAL CHILD

SUBJECT: What is the Matter?

TASK: Assists in the services provided for exceptional children in educational, institutional, or day care situations.

OBJECTIVES: Be able to:
1. identify types of exceptional children.
2. recognize basic differences in these types of exceptional children.

REFERENCES: Require:

Leeper, et al. Good Schools for Young Children. New York, New York: The Macmillan Company, 1968. pp. 422-437.

Supplementary:

Children's Bureau-Series on Children with Handicaps. Washington, D.C.: U.S. Government Printing Office, 1965
1969 Facts - March of Dimes. New York, New York: The National Foundations - March of Dimes, 1969

The term "exceptional child" characterizes the child whose intellectual, physical, or social condition is seen by society as differing from that of the average child to such an extent that special education programs are needed. He/she may be gifted, or he/she may have one or more impairments or disabling conditions. His/her overall capacities on existing tests and other criteria indicate learning ability and development tasks outside the average range. The tests rate the individual in relation to intelligence quotient (I.Q.). Children in the above average group are considered to be gifted, whereas those in the below average group may be known as mentally retarded children. Many children within this range are exceptional in other ways, although they are not gifted or mentally retarded.

Some of these children are ambulatory and some are non-ambulatory. Ambulatory means that they are able to walk or move about without help, although they may require appliances, such as braces, for walking. Non-ambulatory children are unable to walk or move about without help. They may be bedridden and unable to care for any of their needs.

Rich and poor alike may be affected by the various forms of exceptionality. For example, in addition to being mentally retarded, the child may have one or more handicaps and be considered multiply handicapped. He/she may be mentally retarded and deaf or mentally retarded and blind. On the other hand, a child may be gifted in one aspect of development and only average in another.

The term "handicapped" means unable to compete successfully in all areas of life or unable to adjust to normal living conditions. Special educators today prefer to use the word impairment rather than handicap since training and education tend to reduce the effects of the handicapping or disabling condition. These children are then able to function within normal living conditions with some degree of success.

Types of exceptional children found in educational, institutional, and day care situations may include:

Mentally Retarded - Individuals whose mental development has been delayed, causing them to learn slowly or to behave inappropriately.

Physically Handicapped - Individuals who have crippling conditions or health problems, resulting in difficult moving about and communicating with the others. They may have lowered vitality and lack energy.

Visually Impaired - Individuals whose sense of vision is faulty or completely non-functional and who need help in acquiring skills moving from place to place, understanding the environment, and forming friendships.

Auditorially Impaired - Individuals whose sense of hearing is defective or non-functional and, who as a result, may have problems in communication and social adjustment.

Emotionally Disturbed - Individuals whose overall behavior pattern is one of non-adjustment because it interefers with the lives of those about them and constantly disrupts their own ability to function.

Children with Minimal Brain Dysfunction - Individuals who display problems in specific areas of functioning but who are otherwise normal or above average in mental ability. Areas of disability may be language, reading, perceptual-motor functioning, and behavioral stability. Hyperactivity is frequently a behavior pattern in young children with minimal brain dysfunction.

Multiply Handicapped - Individuals who display two or more disabling conditions such as, crippling, mental retardation, visual impairments, or auditory impairment.

Culturally Deprived or Disadvantaged - Individual's who are limited in language ability, lack stimulating experiences in the environment, and are seriously behind other children in their development of skills and aptitudes.

Recent research has shown that the largest percentage of exceptional children are the mentally retarded. For this reason, the needs of the mentally retarded are continually emphasized. Many programs and services, therefore, are focusing on education and training for these individuals. Since mentally retarded children often have other impairments, many programs have expanded to include services for a variety of types of exceptional children and adults.

Mrs. McIver, the nursery school teacher, says that Johnny is mentally retarded and that Mark is a "normal" child. How can she tell that Johnny is mentally retarded? In what ways is Johnny like Mark? Does he look the same or different? Does he have the same human needs? Does he understand what Mrs. McIver tells him? Is he able to learn anything at all? What caused Johnny to be mentally retarded?

Many questions are being asked about children with mental retardation. There are many answers given to these questions. Opinions vary and facts are often distorted. The person working with mentally retarded children, however, must know how to answer these questions correctly. They must know as much as possible about the children with whom they work in order to be able to successfully perform their job.

An individual may be mentally retarded because of something that happened before birth (prenatal), during birth (peri-natal), or early in childhood (post-natal). According to a 1969 report from the U.S. Department of Health, Education and Welfare, more than 200 causes of retardation have been identified and many others are suspected. These causes, some of which are shown in the following chart, are grouped into these major categories.

CAUSES OF MENTAL RETARDATION

Pre-natal	Irregularities of genes	a. incompatibility of genes inherited from parents. b. Chromosome abnormalities (e.g., Mongolism). c. Rh-factor incompatibility between mother and infant. d. Inborn errors of metabolism (e.g., phenylketonuria or PKU).
	Conditions during pregnancy.	a. German measles during first trimester b. Infections, poisons c. poor nutrition d. venereal disease e. Drugs and X-rays
Peri-natal	Conditions at birth	a. Injury or stress during birth process. b. Premature birth c. Lack of oxygen supply to infant's brain.
Post-natal	After birth	a. Injuries, accidents b. Certain childhood diseases (e.g., encephalitis, meningitis, mumps). c. Glandular imbalance in the child d. Blood chemistry factors
	Environmental factors	a. Neglect and deprivation during early childhood. b. Severe emotional problems

Many of the causes of mental retardation indicated on the chart are specifically physical or biological. A large number of children, however, are retarded as a result of a deprived environment where there is little opportunity to learn. These individuals are often referred to as socially and culturally deprived, "disadvantaged", or pseudo-retarded.

Serious emotional problems early in life can also cause retardation since such problems tend to halt the normal intellectual development of the child.

Of the approximately 6 million mentally retarded individuals (30 per 1,000 people) in America today, approximately 2 percent are classified as clinical types. Most mentally retarded children do not look different from "normal" children, but differ only in the ability to learn. Those with clinical types of retardation, however, differ from the "normal" in physical appearance as well as in learning capacity. Mongoloids, cretins, microcephalics, and hydrocephalics are examples of clinical types. These may be described as follows:

1. Mongolism or Down's Syndrome

   a. have physical resemblance to some Asiatics

   b. are usually friendly and affectionate

   c. have very slow rate of mental and physical development - growth in height usually ceases at an early age; tend to be overweight in relation to height

   d. usually have poor speech development, particularly pronunciation and articulation, about 2 to 3 year level

   e. often have secondary defects or disabling conditions

2. Cretinism

   a. often confused with mongolism in early life

   b. is dwarflike in physical development due to defect of the thyroid gland

   c. has slow, awkward physical movements (e.g., shuffling, waddling)

   d. has relatively large head with lots of hair; short, broad extremities; stumpy, deformed hands and feet; and round, protruding abdomen

   e. may not learn to speak, if untreated, except for indistinct sounds in a low pitched voice.

3. Microcephalus

   a. has unnaturally small head due to imprefect development, brain typically one-fourth usual weight

4. Hydrocephalus

   a. usually characterized by an abnormally large head due to an accumulation of excessive cerebro-spinal fluid in the brain area

   b. may be progressive

   c. may require support of the head because of size of skull

A disorder often associated with mental retardation is cerebral palsy, which results from brain damage before, during, or after birth. Cerebral palsy is a condition which primarily affects motor control. A person with cerebral palsy frequently has speech defects, hearing disorders, physical and visual impairments, and personal and social maladjustments. Many are mentally and/or educationally retarded. Some can profit from special classes where there is interaction between handicapped and "normal" children.

Now that you know some of the causes of mental retardation, you are probably becoming aware that mental retardation may occur in varying degrees, affecting the capabilities in different ways. Although all mentally retarded children learn slowly and are limited in learning ability, they are not all limited to the same degree. For this reason, you may be working with individuals whose chronological ages range from a few to weeks to 21 years. Their mental ages, however, generally range from a few weeks to approximately 12 years. These individuals will also differ in overall adjustments to their disabling conditions, since their experiences may range from no intellectual stimulation to "smother love".

The levels of retardation most commonly found among children in educational, institutional, and day care settings are classified as mild, moderate, severe, and profound. Now, what do these terms mean in relation to the child's abilities and needs?

Mildly Retarded (educable) - can learn some academic skills and learn to live independently.

Moderately Retarded (trainable) - cannot learn academic subjects or become independent; can learn to perform simple tasks in sheltered or supervised setting.

Severely Retarded (trainable or sub-trainable) - is dependent; unable to learn more than basic self-care; requires continued care and supervision.

Profoundly Retarded - is totally dependent; requires continued institutional living.

Understanding the difference between the terms "educable" and "trainable" retardation will be particularly essential to the person who works with mentally retarded children. He/she must recognize that these terms indicate the degree of retardation and give a clue as to how much the child is likely to learn. For example, the mildly retarded or "educable" child generally has a mental age ranging from 8 to 12 years at maturity. The maximum mental age of the moderately retarded or "trainable" ranges from 5 to 8 years. The major difference in learning ability, therefore, is that the educable can learn to live independently with training and the trainable cannot. The academic learning capabilities, however, will not be the only determing factor in classifying the level of mental retardation.

Appendix 41-A

(Name) _____ (Period) _____

WORKSHEET

THE EXCEPTIONAL CHILD

Answer the following questions using the ditto sheet.

I. Define:

1. Exceptional Child _____

2. Gifted Child _____

3. Mentally Retarded _____

4. Ambulatory _____

5. Non-ambulatory _____

6. Multiply-Handicapped _____

II. The largest percentage of exceptional children are the _____

III. What are the 8 types of exceptional children usually found in educational and institutional situations? Briefly define each.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

IV. What are the enviornmental causes of mental retardation? _____

_____

_____

V. When are the 3 periods during which mental-retardation may occur as a result of physical conditions?

1. _____

2. _____

3. _____

VI. List and briefly define the physical characteristics of the clinical types of retardation:

1. _____

_____

2. _____

_____

3. _____

_____

4. _____

_____

VII. Describe the abilities and needs of each of the following levels of retardation:

Mild (educable) _____

_____

2. Moderate (trainable) _____

_____

3. Severe (trainable or sub-trainable) _____

_____

4. Profound _____

_____